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of Duke University

1974



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ALLIED HEALTH DIVISION



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Duke University  
Allied Health Division**

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# University Administration

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\* Vice-Chairman, Duke University Board of Trustees.

† Member of Duke University Board of Trustees.



# 1

## General Information

### History

In 1924, James Buchanan Duke established The Duke Endowment, and thus made possible the creation of Duke University.

I have selected Duke University as one of the principal objects of this trust because I recognize that education, when conducted along sane and practical, as opposed to dogmatic and theoretical, lines is, next to religion, the greatest civilizing influence.

I have selected hospitals as another of the principal objects of this trust because I recognize that they have become indispensable institutions, not only by way of ministering to the comfort of the sick, but in increasing the efficiency of mankind and prolonging human life. . . . I very much hope that the people will see to it that adequate and convenient hospitals are assured in their respective communities. . . . It is to these rural districts that we are to look in large measure for the bone and sinew of our country.

The School of Medicine and Duke Hospital, then a 400-bed facility, were opened in 1930 under the leadership of the first dean, Dr. Wilburt C. Davison. Today the hospital is one of the largest private hospitals in the South with over 800 beds. Duke University Medical Center has become a leader in contemporary medicine. By its continued dedication to educational programs, it has been closely involved in the development of the allied health field.

Programs in hospital administration and dietetics were initiated at the Medical Center in 1930. Programs in several disciplines, dealing primarily with the laboratory aspects of clinical medicine, began soon afterward. Due to marked advances in the field of medicine, new allied health programs were developed in the early 1960's to assist in the many medical specialties. Today there are over 300 students enrolled in Duke University allied health programs.

The Division of Allied Health officially represents the interests of these health-related educational programs by being their liaison with the entire medical complex. It coordinates all student and faculty activities within the Allied

Health Education Building and provides for such varied educational services as the planning and evaluation of courses and circulation of instructional materials.

## Resources for Study

**Libraries.** The Perkins Library, among the finest university libraries in the country, contains over 2,333,000 volumes and 4,200,000 manuscripts. About 100,000 volumes are added annually. Separate departmental and professional school libraries provide notable collections in several disciplines.

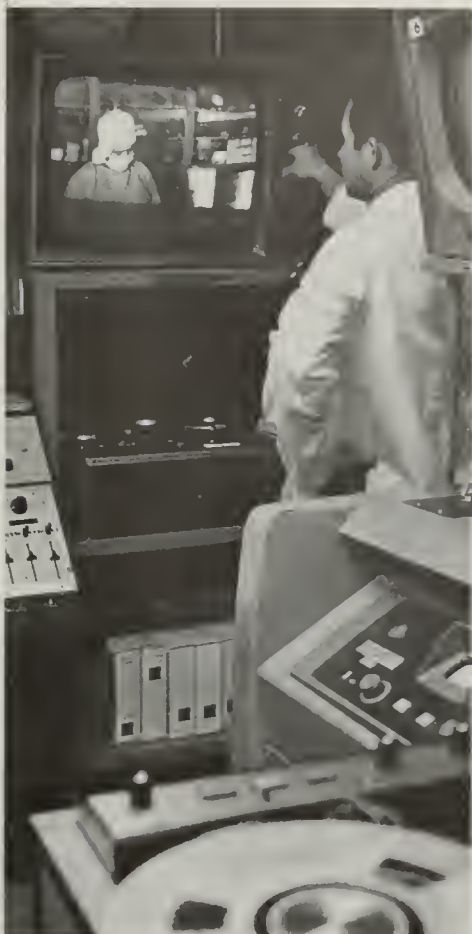
The Medical Center Library, located in the Davison Building, attempts to provide all services and collections necessary to further educational research and clinical activities in the medical field. Extensive reference and bibliographic services are provided. The collection exceeds 117,000 volumes; 1,800 periodicals are also currently received. The Trent Collection on the history of medicine is an unusually fine collection of manuscripts and rare books and provides an opportunity for study, research, and casual reading.

The library in the Durham Veterans Administration Hospital contains over 3,000 books and receives 185 journals. It also supplies a reference and bibliographic service to both staff and residents. In addition, literature searches are made upon request.

The Media Learning Laboratory, located in the Allied Health Education Building, has ten study carrels equipped to handle audiovisual materials, including slides, videotapes, and 8mm loop films. Through this laboratory, individuals may also order audiovisual materials from both the Duke University and Veterans Administration hospitals.

**Audiovisual Educational Facilities.** Duke University Medical Center's Division of Audiovisual Education and the Veterans Administration Hospital's Medical Illustration Service have production facilities in medical art, photography, and television. These serve the allied health programs by providing all types of audiovisual materials for teaching, research, and patient care. The close working relationship that exists between the two production facilities has resulted in a two-channel television link. This provides transmission of a variety of educational programs, including Grand Rounds and Network of Continuing Medical Education (NCME), between the hospitals. Instruction in the use of audiovisual materials and methods is a part of the course of instruction in several of the allied health programs. Media workshops are also provided as requested by faculty and students.





**Computing Facilities.** The Duke University Computation Center provides faculty and students with a facility for research and instruction in computing. It is presently equipped with an IBM 370 Model 135 which is connected by high-speed lines to an IBM Model 165 located at the Triangle Universities Computation Center in the Research Triangle Park. In addition to the University's center, there are two medium speed terminals and several low-speed keyboard terminals available on the campus.

**Hospitals.** Duke University Hospital, an 800-bed facility, performs the dual functions of providing both patient care and professional education. Comprehensive diagnostic and treatment facilities are provided at various levels of patient care ranging from intensive to minimal care units. Private, semi-private, and ward accommodations are utilized by the more than 23,000 patients admitted each year. Special diagnostic and treatment units such as the cardiac catheterization laboratory, hemodialysis laboratory, and hyperbaric oxygenation chamber are also housed in the hospital. Outpatient services include the public clinics, private clinics, and the emergency service. Duke Hospital is fully accredited by the Joint Committee on Accreditation of Hospitals and is approved for internship and residency training by the Council on Medical Education of the American Medical Association.

The Durham Veterans Administration Hospital is located within walking distance of the Duke University Medical Center. All full-time professional staff members of the hospital are also members of the faculty of Duke University's School of Medicine. The Veterans Administration Hospital, a 489-bed facility, provides the Duke University Medical Center with an excellent opportunity for closely integrated student teaching and house staff training.

In May, 1973, the new Duke University Eye Center will open its doors as the first facility in the Southeast dedicated solely to the treatment of eye diseases and to concentrated ocular research.

Other patient care facilities directly affiliated with the Medical Center include the North Carolina Cerebral Palsy Hospital, a 40-bed residential rehabilitation center for children; Highland Hospital, a 125-bed psychiatric facility; and Sea Level Hospital, a 72-bed general hospital.

Several of the allied health programs have affiliations with other hospitals and medical institutions for clinical instruction.

**Instructional Facilities.** In 1971, the Veterans Administration opened a 15,000 square foot, two-story Allied Health Education Building. It provides a number of classrooms, laboratories, and offices especially designed for allied health education. A special emphasis has been placed upon the utilization of audiovisual materials in the instruction of students. These include the self-instructional media learning laboratory, closed-circuit television, and other support facilities. This building is kept open in the evenings and on weekends to accommodate students' needs.

## Admissions

**Qualifications.** Applicants to all allied health programs are considered without regard to race, color, religion, sex, or national origin. Since enrollment is limited, admission to the programs is based on the academic record of the candidate, test scores, assessment of previous health-related experiences, and satisfactory evidence of good character and general fitness.

**Fees and Expenses.\*** Students enrolled in the master degree programs pay \$78 per unit or approximately \$1170 per semester tuition. Those in the Bachelor of Health Science degree programs pay the standard Duke University undergraduate tuition of \$2600 per year. Registration fees for certificate programs, often referred to as tuition, vary and are described on pages 25-45. The estimated annual living expenses (housing, food, utilities, etc.) for a single person in Durham are \$4000; for a married couple \$5000-\$6000.

**Student Aid.** Federally insured guaranteed loans up to \$2500 are available to full-time allied health students through Duke University. Most programs are approved for Veterans education benefits (G. I. bill) for those who are eligible. Students are encouraged to pursue every available source of support through their local and state student loan and assistance programs. Many of the programs have some student support available through stipends, special scholarships, or tuition loan plans. Every effort will be made to assist the student with tuition and living expenses. However, as funds are very limited, prior indebtedness will not be given favorable consideration as part of the student's budget. Any applicant anticipating need for financial aid should consult with the director of his program or write: Coordinator, Financial Aid,

\* These are current fees for the 1973-74 academic year; they are subject to change before the fall of 1974.

706 Davison Building, Box 3005, Duke University Medical Center, Durham, North Carolina 27710.

**Dining Facilities.** Several dining facilities located in and near the Medical Center are available to students. In the Duke University Union Building, there are two cafeterias and a dining room. There are also cafeterias in the Graduate Center and the Veterans Administration and Duke hospitals.

**Student Health Service.** The facilities of the University Health Services Clinic located in the Pickens Building are available year round to all allied health students. The clinic provides outpatient treatment, routine laboratory and X-ray examinations, and many other services. These benefits are provided free to students from the following programs who pay full Duke University tuition; Medical Technology, Pathology Assistant, Physician's Associate, Health Administration, and Physical Therapy. All other allied health students may purchase these services for \$4.64 per month. The coverage described above does not extend to spouses and children. However, dependents are eligible to use the facilities of the Duke University Medical Center, as are all members of the community, but they are responsible for health costs incurred. The clinic is open from 8:00 a.m.-8:00 p.m. Monday through Saturday and from 2:00 p.m.-8:00 p.m. on Sundays.

**Student Health Insurance.** In order to provide 24-hour protection to students for accidents and sicknesses not covered by the Student Health Services, the Student Accident and Sickness Insurance policy is available. Benefits include payment of hospitalization and surgical and medical fees. Persons are covered on and off campus, at home, while traveling between home and school, and during interim vacation periods. The premium for a student for the year 1973-74 is \$32.90, for student and spouse is \$88, and for student, spouse, and child is \$110.

## Student Life

**Living Accommodations.** Due to the shortage of residential space, students enrolled in allied health certificate programs are not presently eligible for dormitory accommodations. Currently, those transferring into Bachelor of Health Science degree programs are also ineligible for Duke University housing. Suitable living arrangements are available in areas near the medical complex. Information concerning off-campus housing is provided on request by the Department of Housing Management, Duke University, Durham, North Carolina 27706.

**Athletic Events.** All students paying the full Duke University undergraduate tuition of \$2600 are issued Duke University ID cards and may attend all home intercollegiate athletic contests. Graduate students and those enrolled in the certificate programs may purchase a \$25 book of tickets for regular season home football and basketball games. Those who purchase the \$25 graduate student book will also be entitled to purchase tickets to away Duke "Big Four" football games for one-half price.

**Parking.** All students planning to park vehicles on the Duke campus must register with the Traffic and Parking Department, 304 Bell Building. A parking fee of \$10 is charged and students are issued an H decal. For students not planning to park on campus until after March 1, the fee is \$5. Students must have a copy of their driver's license, car registration, and the name of their insurance company with them at the time they register.



## 2

# Degree Granting Programs

## Programs Offered

Duke University Medical Center grants a Bachelor of Health Science degree to students enrolled in the Medical Technology, Pathology Assistant, and Physician's Associate programs.

The Graduate School of Duke University grants a Master of Hospital Administration degree to students enrolled in the Health Administration program and a Master of Science degree to those enrolled in the Physical Therapy program.

## Bachelor of Health Science Degree

In October, 1970, the faculty of Duke University approved the proposal that the Duke University Medical Center be empowered to give the Bachelor of Health Science (BHS) degree to students in certain allied health programs. The Physician's Associate program was the first to be approved to offer the new degree in November, 1971. In January, 1973, the Medical Technology and Pathology Assistant programs were also granted such approval.

All students transferring into these programs must have completed two years of study at an accredited institution. In addition they must have a minimum of sixteen course equivalents (60 semester hours) of C or better including at least one course in English, three in natural science, three in social studies or history, and one in humanities. To be eligible for graduation all students must have satisfied the physical education requirements of the University and have spent at least two years in residence at Duke.

All applicants must complete the Scholastic Aptitude Test (verbal and math portions). These tests are usually given in February, April, June, July,

November, and December. The Educational Testing Service code number for all allied health programs is 5174. Arrangements for taking these tests can be made through the applicant's college or by writing The College Entrance Examination Board, P.O. Box 1025, Berkeley, California 94701 or P.O. Box 592, Princeton, New Jersey 08540. It is strongly recommended that persons with test scores more than five years old retake this examination.

The procedures for admission are similar in all three Bachelor of Health Science degree programs. After the initial screening of applications has taken place, selected applicants will be invited to the Duke University Medical Center for a personal interview at the student's own expense. In cases where an interview in Durham is impossible, other arrangements may be made with the individual programs. All programs begin in the fall, and no students are accepted after the semester begins.

## Medical Technology

### ADMINISTRATION

Chairman, Department of Pathology: Thomas D. Kinney, M.D., R. J. Reynolds Professor and Director of Medical and Allied Health Education

Medical Director, Medical Technology Program: Frances K. Widmann, M.D., Assistant Professor of Pathology

Program Director: Mary S. Britt, MT(ASCP), M.S.

Education Coordinator: Margaret B. Schmidt, MT(ASCP), M.A.T.

### FACULTY MEMBERS

Professor: Suydam Osterhout, M.D., Ph.D.

Assistant Professors: Marjorie A. Boeck, Ph.D.; Robert L. Habig, Ph.D.; George H. Spooner, Ph.D.; James W. Wilson, M.D., Ph.D.; and Peter Zwadyk, Ph.D.

Associates: John A. Bittikofer, Ph.D. and Kenneth R. Broda, M.A.

Teaching Staff: Donna L. Orti, MT(ASCP); Ardell M. Proctor, MT(ASCP), M.S.; Cynthia L. Wells MT(ASCP)

Clinical Teaching Staff: Edwin M. Bumgarner, MT(ASCP), M.P.H.; Jean T. Crute, MT(ASCP); Anne L. Finch, MT(ASCP); Claude M. Harrison, M.S.; Robert L. Hoover, B.S.; Norma J. Lester, MT(ASCP); John P. Pickett, HT(ASCP); Robert F. Wildermann, B.S.; and Irene A. Wyatt, MT(ASCP)

This program provides instruction in the performance of laboratory procedures which yield patient data used in determining the extent or absence of disease and in evaluating the effectiveness of treatment. The curriculum is structured so that the student may apply his scientific knowledge and skill to specific clinical situations in working with precision instruments and automated electronic equipment. Courses and seminars in educational techniques and laboratory supervision are included in the curriculum.

**Program of Study.** The two year baccalaureate program consists of courses which follow the academic calendar for the junior year and are scheduled from June until May commencement in the senior year. In the junior year, two required and two elective courses are taken each semester. Prior to admission to the senior year, students must obtain approved evaluations of their college transcripts from the Board of Schools, American Society of Clinical Pathologists. This is a requirement for all medical technology programs which are accredited by the Council on Medical Education of the American Medical Association. During the summer, students attend four didactic courses and participate in student laboratories. The remaining nine months of the program are spent in didactic courses and student and clinical laboratories.

**Curriculum.** Students must complete the following:

### Junior Year

Fall Semester		Course Weight
PHS 180	Human Physiology	1
PTH 103	Introduction to Laboratory Technique and Basic Physical Principles	1

\*Plus two courses in the arts and sciences

### Spring Semester

CHS 151	Medical Uses of the Computer	1
PTH 107	Human Pathology	1

\*Plus two courses in the arts and sciences

### Senior Year

#### Summer Semester

PTH 202	Instrumentation	1
PTH 210	Immunology and Immunohematology	1
PTH 211	Blood and Body Fluids	1
PTH 232	Medical Microbiology	1

#### Fall Semester

PTH 204	Medical Chemistry	1
PTH 212	Parasitology	1/2

Two clinical laboratory courses to be assigned from the  
following: PTH 206, 208, 209, 231

1/2 each

#### Spring Semester

PTH 224	Educational Technique for the Health Professional	1/2
PTH 226	Laboratory Supervision and Management	1/2
PTH 229	Student Seminar	1/2

Two clinical laboratory courses to be assigned from the  
following: PTH 206, 208, 209, 231

1/2 each

Complete course descriptions may be found on pages 47-50.

\* Courses should be selected to fulfill basic prerequisites in the biological sciences or chemistry. Suggested courses include: Botany 103, 156, Zoology 180, 243, 248; Psychology 93; Political Science 139; Sociology 141; History 158; or Community Health Science 229.





**Prerequisites for Admission.** Applicants to the baccalaureate program must satisfy the general admission requirements for the Bachelor of Health Science degree and must have earned at least a C+ average in their science courses. A total of four courses (sixteen semester or twenty-four quarter hours) is required in chemistry; at least one course must be in organic chemistry and one in quantitative analysis. Two courses (eight semester or twelve quarter hours) in biology and one course in college mathematics are also required. Additional biological science courses may be selected from among the following: comparative anatomy, genetics, immunology, physiology, bacteriology, histology, or parasitology.

**Application Procedures.** Applications must be submitted by February 1 of the year for which admission is requested and must contain the following:

1. A completed Duke University Medical Center Allied Health application form, including a non-refundable fee of \$20;
2. Official transcripts from all colleges and universities or other academic institutions attended;
3. Scholastic Aptitude Test scores from the College Entrance Examination Board; and
4. Three letters of recommendation, one from a professor of biological sciences, one from a professor of chemistry, and one from a college adviser.

All applicants will be notified by April 15 regarding admission to the program. Requests for further information and application forms should be directed to: Program Director, Medical Technology Program, Duke University Medical Center, Durham, North Carolina 27710.

**Special Expenses.** Textbook expenses for the first year are approximately \$100; for the second year, \$125. The cost of uniforms for the second year is approximately \$100.

**Financial Aid.** A small amount of University loan funds is available. In addition, residents of North Carolina may obtain financial aid from the North Carolina Medical Care Commission.

# Pathology Assistant

## ADMINISTRATION AND FACULTY

Professor: Thomas D. Kinney, M.D., Chairman, Department of Pathology  
Professor: Philip C. Pratt, M.D., Director, Pathology Assistant Program  
Associate: Kenneth R. Broda, M.A., Associate Director, Pathology Assistant Program  
Professor: Donald B. Hackel, M.D.  
Assistant Professor: James W. Wilson, M.D., Ph.D.

## CLINICAL STAFF

Assistant Professor: Peter Zwadyk, Ph.D.  
Associate: John P. Pickett, HT (ASCP)  
Chief, Medical Illustration Service (VAH): Floyd Willard, B.S., R.B.P.

The Pathology Assistant Program is designed to meet the growing need for trained personnel to assist the pathologist in the areas of clinical diagnosis and anatomical pathology. Upon completion of the program, the student will have acquired knowledge and skills that will permit him to fill an important role in the medical field. The pathologist is a physician and scientist whose primary functions are the study, research, and diagnosis of disease. He customarily has the responsibility for the direction of the clinical anatomical pathology and surgical pathology services in the hospital.

**Program of Study.** The two year Bachelor of Health Science degree program consists of four semesters of didactic and laboratory courses. To fulfill certification requirements, each student must also complete two (3 month each) summer externships in affiliated departments of pathology.

**Curriculum.** Students must complete the following:



## Junior Year

Fall Semester		Course Weight
ANA 207	Human Anatomy	1
PHS 180	Basic Human Physiology	1
PTH 102	Histopathological Technique	1
PTH 103	Introduction to Laboratory Technique and Basic Physical Principles	1
	Introduction to Pathology:	
PTH 105	Basic Hematology	1/2
PTH 106	Basic Pathology	1/2
Spring Semester		
MIC 106	Introductory Microbiology	1/2
PTH 200	Pathology	2
	Practical Technology Rotations:	
PTH 205	Autopsy Technology	1 1/2
PTH 213	Histologic Technology	1

## Senior Year

Fall Semester		Course Weight
PTH 110	Systemic Pathology	1
PTH 207	Medical Photographic Technology (Practical Technology Rotation)	1 1/2
Two elective courses*		2
Spring Semester		
PTH 230	Clinical Diagnostic Methods	1
PTH 237	Surgical Pathology	1
Two elective courses*		2

Two summer externships arranged by the Pathology Assistant program.

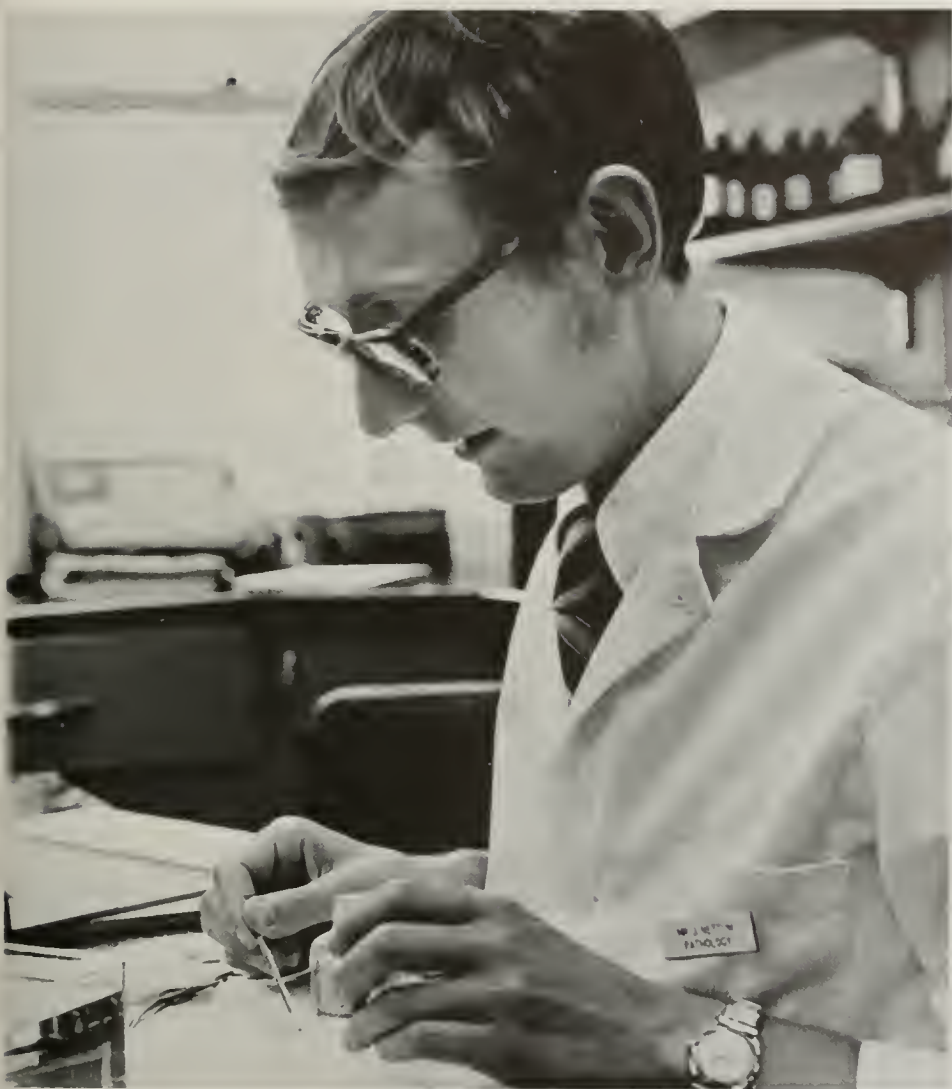
Complete course descriptions may be found on pages 50-54.

\*Electives can be chosen from either undergraduate junior or senior level courses which have been approved by the department or approved medical school elective courses offered by the Department of Pathology.

**Prerequisites for Admission.** There are no specific prerequisites other than those for transfer students explained on page 7 of this *Bulletin*. However, since enrollment is very limited selection is based on the applicant's past scores, health-related experiences, and evidence of his general aptitude and capability as indicated by the letters of recommendation.

**Application Procedures.** Applications must be submitted by May 1 of the year for which admission is requested and must contain the following:

1. A completed Duke University Medical Center Allied Health application form, which includes a non-refundable fee of \$20;
2. Official transcripts from the Armed Forces and all high schools, colleges, or other academic institutions attended;
3. Scholastic Aptitude Test scores from the College Entrance Examination Board; and



4. Three letters of recommendation, one from a science professor and the remaining from individuals who have definite knowledge of the student's professional or educational qualifications.

All applicants will be notified by June 1 regarding admission to the program. Requests for further information and application forms should be directed to: Kenneth R. Broda, Associate Director, Pathology Assistant Program, Department of Pathology, Duke University Medical Center, Durham, North Carolina 27710.

**Special Expenses.** Books will cost approximately \$150 and the required uniforms about \$50.

**Financial Aid.** Students who have been accepted officially and have demonstrated a definite need will be eligible to receive a \$200 per month scholarship granted by the Veterans Administration Hospital. This is in addition to those student loans explained on page 4.

# Physician's Associate

## PHYSICIAN'S ASSOCIATE PROGRAM ADMINISTRATION AND COURSE DIRECTORS

Acting Director: E. Harvey Estes, Jr., M.D., Professor and Chairman, Department of Community Health Sciences

Medical Director: Jay S. Skyler, M.D., Associate in Medicine and Community Health Sciences

Surgical Director: Sewell H. Dixon, Jr., M.D., Instructor and Teaching Scholar of Surgery

Associate Director: Reginald D. Carter, Ph.D., Assistant Professor of Physiology and Community Health Sciences

Assistant Director of Education: John J. McQueary, R.P.A.

Coordinator of Surgical Services: Paul S. Toth, B.S., R.P.A.

Coordinator of Medical Services: Wayne A. Wright, B.A., R.P.A.

Assistant Director for Legal Affairs: Christine M. Durham, J.D.

Director of Finances: Edward H. Pope

Professors: William Harlan, M.D., Siegfried Heyden, M.D., and Suydam Osterhout, M.D., Ph.D.

Associate Professor: Gert H. Brieger, M.D., Ph.D.

Assistant Professors: Charles Blake, Ph.D.; Marjorie A. Boeck, Ph.D.; Francis A. Neelon, M.D.;

Lois A. Pounds, M.D.; Gerald Rosen, Ph.D.; Mike Rosenthal, Ph.D.; Marvin J. Short, M.D.; George H. Spooner, Ph.D.; and Thomas T. Thompson, M.D.

Associate: Philip McHale, Ph.D.

## PHYSICIAN'S ASSOCIATE PROGRAM ADVISORY BOARD

Eugene A. Stead, Jr., M.D., Professor of Medicine, Chief Advisory Consultant

James C. Mau, B.S., Administrative Director, Department of Medicine and Advisory Consultant

Arthur C. Christakos, M.D., Associate Professor of Obstetrics and Gynecology and of Community Health Sciences

Sewell H. Dixon, M.D., Instructor and Teaching Scholar of Surgery

Daniel T. Gianturco, M.D., Assistant Professor of Psychiatry and of Community Health Sciences

John D. Laszlo, M.D., Professor of Medicine

Lois A. Pounds, M.D., Assistant Professor of Pediatrics and of Community Health Sciences

Lawrence K. Thompson, M.D., Assistant Professor of Plastic and Maxillofacial Surgery

Thomas T. Thompson, M.D., Assistant Professor of Radiology and Community Health Sciences

More than a decade ago clinicians at the Duke University Medical Center concerned with the application of new diagnostic and therapeutic procedures found they could safely and effectively delegate many of their tasks to non-physicians. Because of the scarcity of nurses and other allied health professionals, the specialists relied primarily on ex-military corpsmen, with previous health-related education and experience. Dr. Eugene A. Stead, Jr., then Chairman of the Department of Medicine at Duke, recognized the potential of the corpsmen experiment and concluded that the clinicians' use of military paramedical personnel might be adapted readily to augment the primary care physician in an effort to solve the health care shortage dilemma.

The physician's associate possesses a broad understanding of medicine and is capable of approaching a patient, eliciting a complete history, and performing a thorough examination, organizing the data, and presenting it in such a way that a physician can visualize the medical problem. He then assists the physician in performing the appropriate diagnostic and therapeutic procedures. In addition, physicians' associates provide patient care services such as cast application and removal, wound suturing, dressing changes, after-hour laboratory studies, and assessing and monitoring the progress of ill patients. Duke University Medical Center offers a certificate to those students who meet the requirements of the Physician's Associate Program, but do not have the necessary number of undergraduate hours to qualify for the Bachelor of Health Science degree.

**Program of Study.** The curriculum is twenty-four consecutive months

and has been developed to provide all students with an in-depth understanding of the medical sciences and their application to a clinical discipline. It consists of nine months of course work in basic medical sciences followed by fifteen months of clinical work. All students are required to complete eight weeks of inpatient service and eight weeks of outpatient and emergency service. Students must also complete forty weeks of elective clinical experience in family practice, internal medicine, pediatrics, surgery, and obstetrics and gynecology. Because the clinical teaching is carried out in many varied settings students should plan on being away from the Durham area for part of their clinical experience.

**Curriculum.** Before proceedings into the clinical phase of the curriculum, students must satisfactorily complete the following:

**Pre-clinical Schedule**

<i>Fall</i>	Semester		Course	Weight
	ANA 207	Basic Human Anatomy		1
	PHS 180	Basic Human Physiology		1
	PTH 101	Basic Clinical Chemistry		1
	PTH 103	Laboratory Technique		1
	MED 110	Clinical Medicine		4
	MED 120	Patient Evaluation I		1

**Spring Semester**

PHS 104	Introductory Pharmacology	1
MIC 106	Introductory Microbiology	1/2
PTH 107	Human Pathology	1
RAD 108	Introductory Radiology	1/2
SUR/MED 109	Experimental Surgery/Electrocardiography	1
MED 111	Clinical Medicine II	
MED 121	Patient Evaluation II	

**Electives**

CHS 270	Community Health Sciences	1/2
MED 240	Human Interaction	1/2

After satisfactory completion of all basic science courses, students must complete the following:

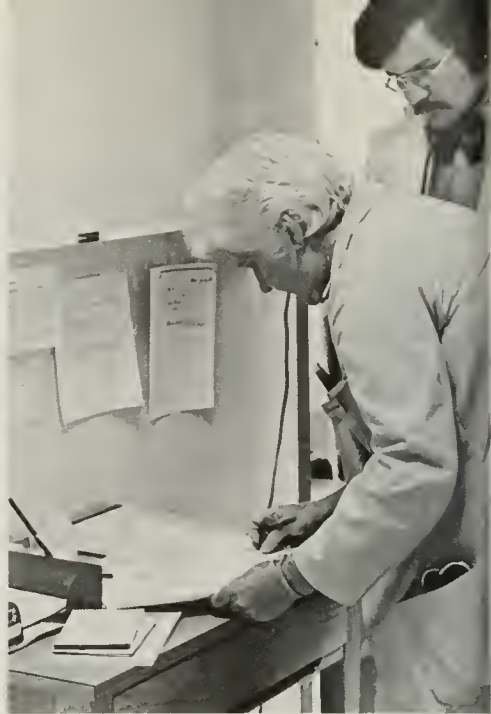
**Clinical Schedule**

General Inpatient Service	8 weeks
General Outpatient/Emergency	8 weeks
Four Elective courses*	32 weeks
Primary Care Medicine+	10 weeks

Complete course descriptions may be found on pages 54–67.

\* Selection of electives is determined in accordance with specialty training guidelines from a number of 4 or 8 week rotations.  
+ This rotation is taken only during the summer of the last year.

**Prerequisites for Admission.** Applicants must have met all the requirements for transfer students to Duke University plus have taken an acceptable college level course in chemistry and biology. Students must have a minimum of 2,000 hours in the health field involving direct and in-depth patient contact. Experience gained as a medical corpsman, medical technologist, radiologic



technologist, registered/practical nurse, inhalation therapist, or in other medical fields also fulfill this requirement.

**Application Procedures.** Applications must be submitted by February 1 of the year for which admission is requested and must contain the following:

1. A completed Duke University Medical Center Allied Health application form, which includes a non-refundable fee of \$20;
2. Official transcripts from the Armed Forces and all high schools, colleges, or other academic institutions attended;
3. Scholastic Aptitude Test scores of the College Entrance Examination Board; and
4. Three letters of recommendation, one from an immediate supervisor, one from a doctor with whom the applicant has worked, and one from an acquaintance of five or more years.

All applicants will be notified by April 1 regarding admission to the program. Requests for further information and application forms should be directed to: Director of Admissions, Physician's Associate Program, P.O. Box 2914, Community Health Sciences, Duke University Medical Center, Durham, North Carolina 27710.

**Special Expenses.** Books for the program will cost approximately \$160, equipment \$235, and uniforms \$70.

**Financial Aid.** It is possible to receive the entire amount of tuition through the Duke University tuition loan plan. However, due to the limited amount of money available, requests are considered individually and approved on the basis of financial need. The Physician's Associate Program has limited funds available for defraying living expenses, and these are also distributed on the basis of need. This should not be relied on, however, as a student's total means of subsistence. Part-time employment for students is available in many areas of the Medical Center. Frequently such employment can net students about \$100 per month and not jeopardize their education. Students must comply with the academic schedule and are prohibited from working more than fifteen hours per week.



## Master's Degrees

Health Administration and Physical Therapy are departments of the Duke University Graduate School. Information about the graduate school is found in its *bulletin* which is available through: Office of Admissions, The Graduate School, Duke University, Durham, North Carolina 27706.

Information on times and places for applicants taking either the Aptitude Test of the Graduate Record Examination for the Physical Therapy program or the Admission Test for Graduate Study in Business for the Health Administration program is available from the applicant's college or from the Educational Testing Service, Princeton, New Jersey 08540, or Berkeley, California 94704.

Both Health Administration and Physical Therapy follow similar admission procedures. After the initial screening of applications has taken place, selected applicants will be invited to the Duke University Medical Center for a personal interview at the student's own expense. In cases where an interview in Durham is impossible, arrangements may be made by the program to have a regional representative meet with the candidate at a more convenient location.

# Health Administration

Associate Professor: B. Jon Jaeger, Ph.D., Chairman, Department of Health Administration

Assistant Professor: Donald S. Smith, M.H.A., Director of Graduate Studies

Professor: Stuart M. Sessoms, M.D.

Associate Professor: Louis E. Swanson, A.B.

Adjunct Professor: John T. Gentry, M.D.

Adjunct Associate Professor: Elizabeth J. Coulter, Ph.D.

Adjunct Assistant Professors: Arnold D. Kaluzny, Ph.D. and Richard H. Peck, M.H.A.

Lecturer: Jeff H. Steinert

The profession of health administration emerged early in this century in response to the increasing demand for health services. Over the years several specific areas of health administration have been identified, most notably, public health administration, hospital administration, medical care organization, and comprehensive health planning. All of these require a common set of managerial skills and a broad knowledge of the health system and its environment. It has been estimated that the system requires approximately 50,000 individuals in positions involving health administration. In recognition of the complexity and importance of hospitals, Duke University established the first graduate program in the nation for the training of hospital administrators in 1930.

**Program of Study.** Graduate study leading toward preparation for a career in the administration of all types of health organizations and programs is offered through a twenty-one month academic program that leads to the Master of Hospital Administration degree. The academic portion is composed of five continuous semesters of graduate work of which thirty-six units are within the department, nine units are in other departments of the Graduate School, and thirty units are in courses offered through the Graduate School of Business Administration. Students without previous administrative experience in the health field are strongly encouraged to undertake a twelve month administrative residency following graduation. The residency is a period of varied administrative experience that is conducted under faculty supervision and is individually designed around each student's interests.



**Curriculum.** All students must complete the following:

**First Year**

*Fall Semester*

HA 301	The Health System and Its Environment
MS 300	Managerial Economics
MS 310	Mathematics for Management
MS 330	Accounting and Control Systems

*Spring Semester*

HA 312	Comparative Health Systems
MS 302	Planning and Internal Organization
MS 311	Probability and Statistics
MS 320	Organization Analysis and Operations Design

**Second Year**

*Summer*

MS 312	Operations Research
HA 322	Public Policy and Health Care
HA 324	Institutional Health Services
HA 329	The Practicum

*Fall*

HA 335	Ambulatory Health Services
HA 339	The Practicum
	Management Concentration (Course I)
	Behavioral Sequency (Course I)
	Health Sciences Elective

*Spring Semester*

HA 346	Community Health Services
HA 348	Legal and Regulatory Constraints on Health Services
HA 349	The Practicum
	Management Concentration (Course II)
	Behavioral Sequency (Course II)

**Third Year**

HA 350	The Administrative Residency
HA 360	Seminar in Health Administration

Complete course descriptions may be found on pages 68–71.

**Prerequisites for Admission.** Applicants should have earned a baccalaureate degree from an accredited institution. Neither prior experience in health administration nor any particular undergraduate major is necessary. The only specific course prerequisite is one year of college-level calculus. However, individuals who have not had calculus, or whose preparation in mathematics is not adequate, can be admitted to the program provided they successfully complete a mathematics course in the summer offered jointly by the Department of Economics and the Graduate School of Business Administration. The essential criteria for selection are the applicant's potential to assume a leadership role in the organization and management of health care services and a demonstrated ability to complete satisfactorily the graduate curriculum.

**Application Procedures.** Applications must contain the following:

1. A completed Graduate School application form, which includes a non-refundable fee of \$15;
2. Two official transcripts from each institution of higher learning attended;
3. Test results from the Educational Testing Service on the Admission Test for Graduate Study in Business; and
4. Three letters of recommendation.

Final decisions on the admission of applicants begin the first week in March, and applicants are notified of the action taken on their application as soon as a decision is made. Applications received later than this date will be considered promptly if class vacancies exist. Applicants who request financial awards must have their applications, with all supporting documents, filed by March 1. Requests for further information and application forms should be directed to: Admissions Committee, Department of Health Administration, Box 3018, Duke University Medical Center, Durham, North Carolina 27710.

**Financial Aid.** Individuals needing assistance should discuss their situations with the department at the time of interview. Several graduate scholarships are available through the department. These include Duke University Graduate Scholarships, the Marshall I. and Sarah W. Pickens Scholarship that provides a \$2,400 award, the Foster G. McGaw Scholarship that provides a \$1,000 award, and the Equitable Life Assurance Society of the United States Scholarship that provides a \$1,000 award. Loan aid is available to students in the department from funds established by the W. K. Kellogg Foundation and the A. S. Aloe Charitable Trust.

## Physical Therapy

Acting Chairman and Director of Graduate Studies: Jane S. Mathews, M.P.H.

Associate Professor: Eleanor F. Branch, Ph.D.

Assistant Professors: Grace C. Horton, B.S.; Jane S. Mathews, M.P.H.; and Elia E. Villanueva, M.A.

Associates: Nell L. Deaver, B.S.; Betsy J. Denny, B.S.; Elaine M. Eckel, B.S.; Robert A. Federchuck, B.A.; Marcia J. Roses, B.S.; and Patricia B. Rouse, B.S.

Special Lecturer: Rachel L. Nunley, M.A.

Professor Emeritus: Helen L. Kaiser, P.T.

Adjunct Professor: John T. Gentry, M.D., M.P.H.





The Master of Science degree program is designed to provide a broad foundation in the art and science of physical therapy and to provide opportunities for the development of skills in health administration and supervision, curriculum development and directed teaching in physical therapy, and in advanced clinical education or research. The program is approved by the Council on Medical Education of the American Medical Association in collaboration with the American Physical Therapy Association.

**Program of Study.** Completion of the curriculum requires two academic years and a summer practicum totaling fifty-two units (minimum) of graduate course work or equivalent academic exercise. Thirty to thirty-two units are in physical therapy, twelve in designated courses in anatomy and physiology, and the remainder in electives in related fields.



**Curriculum.** Students must complete the following:

### **First Year**

#### *Fall Semester*

PT 217	Physical Therapy Dynamics I
PHS 200	Physiology of Man
ANA 300	Gross Anatomy

#### *Spring Semester*

PT 218	Physical Therapy Dynamics II
PT 230	Physical Evaluation and Instrumentation
PT 236	Medical Sciences
PT 238	Introduction to Health Service Systems
PT 242	Directed Clinical Experience in Physical Therapy I

#### *Summer Semester*

PT 220	Physical Therapy Dynamics III
PT 242	Directed Clinical Experience in Physical Therapy I (continuation)

### **Second Year**

#### *Fall Semester*

PT 301	Introduction to Scientific Inquiry
PT 332	Administration of Physical Therapy Services

Plus nine credit hours of electives.

#### *Spring Semester*

PT 243	Directed Clinical Experience in Physical Therapy II
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Complete course descriptions may be found on pages 71-73.

**Prerequisites for Admission.** Requirements for admission are a baccalaureate degree and completion of prerequisite courses, although provisional acceptance can be approved if the major portion of the prerequisites have been completed at the time of application; final approval will depend upon satisfactory completion of the prerequisites before enrollment. A total of thirty hours is required in the field of natural science including 8-16 semester hours in the biological sciences; 8-16 semester hours in chemistry, with a course in biochemistry recommended; and 6-8 semester hours in physics. A total of 6 semester hours in mathematics is required, with at least one course in calculus recommended. A total of 15 semester hours is required in the fields of social science and humanities, of which 6 must be earned in psychology. In addition, a course in introductory statistics is recommended.

**Application Procedures.** Applications must be submitted by February 1 of the year for which admission is requested and must contain the following:

1. A completed Graduate School application form, which includes a non-refundable fee of \$15;
2. Two official transcripts from each institution of higher learning attended;
3. Test results from the Educational Testing Service on the Aptitude Test of the Graduate Record Examination; and
4. Three letters of recommendation, at least two of which should be from professors in the major field of study.

Requests for applications and further information should be directed to: Jane S. Mathews, Acting Chairman and Director of Graduate Studies, Department of Physical Therapy, Box 3247, Duke University Medical Center, Durham, North Carolina 27710.

**Financial Aid.** A limited number of traineeships are offered through the Social and Rehabilitation Service of the Department of Health, Education and Welfare; awards are made by the Scholarship Committee of the Department of Physical Therapy.



# 3

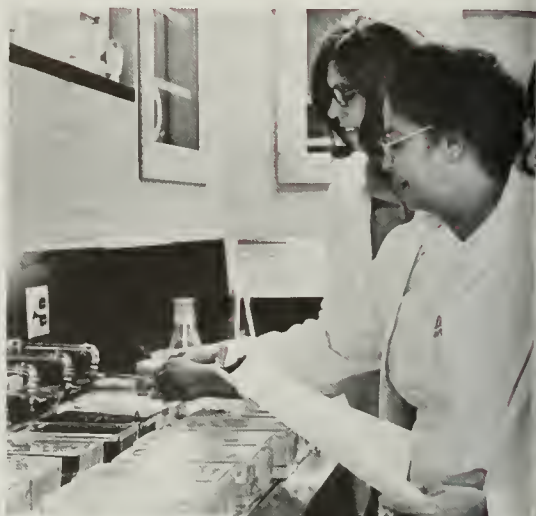
## Certificate Programs

Duke University Medical Center has responded to the increased need for individuals at all levels in the health care system by developing educational programs designed to equip qualified people for these positions. The thirteen programs, varying in length from one to two years, offer the students both clinical and didactic experience. Certificates are presented to the graduates of each program. Due to the wide variety of available health-related positions, students with varying educational backgrounds will find interesting careers in the allied health field.

### Clinical Psychology Internship

The Division of Medical Psychology, in cooperation with the Durham Child Guidance Clinic and the Durham Veterans Administration Hospital, offers internship training in clinical psychology to qualified doctoral students. The program, approved by the American Psychological Association, provides experience in many contexts with a wide diversity of patients. Internship training emphasizes experience in the traditional activities of clinical psychologists: assessment, psychotherapy, and research. Those successfully completing the requirements for internship will be awarded a Duke University Medical Center certificate.

**Program of Study.** The internship year is usually comprised of two service rotations of six months each, chosen from among six services: Psychiatric Inpatient, Day Care Unit, Psychiatric Outpatient Clinic, Psychophysiological and Psychosomatic Rotation, Neurology Rotation, and Child-Pediatric Rotation. Additional training includes individual psychotherapy with children and adults; group psychotherapy and experience in mental health consultation; participation in seminars, conferences, and in certain joint activities with nearby clinical installations; and opportunities for individual scholarship and research.



**Application Procedures.** There is no standard application form. Applicants should send a vitae, transcripts of graduate studies, a summary of specific professional experience, and a statement concerning future professional goals in clinical psychology. In addition, three letters of recommendation from faculty or supervisors are required. Each year approximately seven interns are accepted for training. Correspondence concerning admission to the program should be directed to: Dr. Derek Shows, Box 2995, Duke University Medical Center, Durham, North Carolina 27710.

**Financial Aid.** United States Public Health Service stipends of \$3,600 are available, plus a \$1,000 departmental supplement, but can only be awarded to students from graduate training programs in clinical psychology which are accredited by the Education and Training Board of the American Psychological Association or programs which have a National Institute of Mental Health program development grant. One Duke Hospital stipend of \$4,600 is also available. A dependency allowance of \$600 per dependent is provided where appropriate. Cooperative arrangements with the Veterans Administration Hospital can also be made.

# Cytotechnology

Professor: William W. Johnston, M.D., Director, Cytotechnology Program  
Associate: Patricia R. Ashton, A.B., C.T. (ASCP), Educational Coordinator, Cytotechnology Program

Progress in the early detection of cancer by the microscopic examination of smears of cell samplings, especially from the female genital tract, has resulted in the specialty of cytotechnology. The cytotechnologist deals with the technical and diagnostic aspects of exfoliative cytology. Graduates of the program are awarded a certificate and are eligible to take the certifying examinations given by the Registry of Medical Technologists of the American Society of Clinical Pathologists.

**Program of Study.** The twelve month program beginning in mid-September consists of two parts: the first half is primarily devoted to theoretical and practical exercises in the techniques of exfoliative cytology and interpretation of the clinical material; the last half is comprised of laboratory training in all aspects of exfoliative cytology.

**Prerequisites for Admission.** All applicants must have completed at least two years of college (sixty semester or ninety quarter hours) including at least twelve semester (eighteen quarter) hours in biology—anatomy, histology, zoology, botany, or physiology. Eight semester (twelve quarter) hours of biology plus four semester (six quarter) hours of another science, such as chemistry or physics will also fulfill this requirement. However, priority will be given to individuals with a Bachelor of Science or Bachelor of Arts degree or to ASCP certified medical technologists.

**Application Procedures.** Applications must be submitted by April 1 of the year for which admission is requested and must contain the following:

1. A completed application form;
2. Official transcripts from all colleges or professional schools attended;
3. One copy of all transcripts must be submitted by the applicant to the Board of Registry of the American Society of Clinical Pathologists for approval;
4. Two letters of recommendation from individuals acquainted with the applicant's educational or professional experiences; and
5. A personal interview prior to final acceptance.

All applicants will be notified by May 1 regarding admission to the program. Requests for further information and application forms should be directed to: William W. Johnston, M.D., Department of Pathology, Duke University Medical Center, Durham, North Carolina 27710.

# Electrophysiological Technology

Professor: W. P. Wilson, M.D., Director, Electrophysiological Technology Program  
Assistant Course Director: Rebecca Rhoads, R. EEG T.  
Associate Professor: C. W. Erwin, M.D.  
Assistant Professor: Ng Khye Weng, M.D.  
Teaching Staff: E. M. G. Rankin, Perry Hope, R. EEG T. and the EEG Laboratory staff

In 1961, Duke University Medical Center began its formal program in electrophysiological technology as an expansion of the in-service training pro-



gram begun in 1955 at the Durham Veterans Administration Hospital. Every year the laboratories in the Medical Center perform over 4000 examinations including investigative procedures during brain surgery. Six students are accepted into the program each January and July. Upon successful completion of this program, graduates are awarded a certificate and become eligible to take the certifying examination given by the American Board of Registration of Electroencephalographic Technologists.

**Program of Study.** The first six months of this twelve month program are designed to instruct the student in basic electricity and electronics, as well as the use of electrophysiological recording equipment. The second six months consists of advanced instruction in instrumentation and electrophysiological recording techniques.

**Prerequisites for Admission.** All applicants must have a high school diploma, however, those with some college experience will receive priority.

**Application Procedures.** Applications must be submitted by April 1 of the year for which admission is requested and must contain the following:

1. A completed application form;
2. Results from the Scholastic Aptitude Test, if taken;
3. Three letters of recommendation, one from an individual acquainted with the applicant's character and the others from those acquainted with her/his educational or professional experience; and
4. A personal interview is desirable, but not required.

All applicants will be notified by April 15 regarding admission to the program. Requests for further information and application forms should be directed to: W. P. Wilson, Director, EEG Laboratory, Box 3355, Duke University Medical Center, Durham, North Carolina 27710.

**Registration Fees and Expenses.** A fee of \$150 is required of all students enrolled in the program.

**Courses of Instruction.** Students must complete the following courses:

Technical	
Title	Hours
Head marking and electrode application	20
Operation of machine	14
Laboratory procedures and application	100
	(approx. 4-5 hrs. per day)
Electronics	24
Research procedures including operating room techniques	25
Radioisotope and radiological procedures	8
Electrocardiography	8
Neuroscience	
Neuroanatomy	15
Neurophysiology	12
Neurology, neurosurgery, psychiatry, and general medicine	20
EEG Interpretation	75

## Health Administrators Management Improvement Program

Associate Professor: B. Jon Jaeger, Ph.D., Chairman, Department of Health Administration  
Assistant Professor: Donald S. Smith, M.H.A., Director of Graduate Studies  
Professor: Stuart M. Sessoms, M.D.  
Associate Professor: Louis E. Swanson, A.B.  
Adjunct Professor: John T. Gentry, M.D.  
Adjunct Associate Professor: Elizabeth J. Coulter, Ph.D.  
Adjunct Assistant Professors: Arnold D. Kaluzny, Ph.D. and Richard H. Peck, M.H.A.  
Lecturer: Jeff H. Steinert

The Health Administrators Management Improvement Program (HAMIP) is conducted by the Department of Health Administration at Duke University specifically to strengthen the management skills of practicing hospital adminis-

trators who have not completed formal university-based education in hospital administration. It is designed to allow the working administrator to acquire skills and knowledge for more effective management of the hospital with a minimum of time away from his job. A certificate is awarded for successful completion of the program.

**Program of Study.** All classroom sessions in this one year program are held on the Duke University campus. The program consists of an initial one-week session, two-day sessions each month for eleven consecutive months, and a concluding one-week session, or a total of thirty full days on campus over a twelve month period. The HAMIP curriculum includes a structured home study program as well as lectures, seminars, and classroom work sessions while at the University. For each session there are assignments to be completed at home prior to class as well as follow-up work on the topics which have been discussed during the class session.

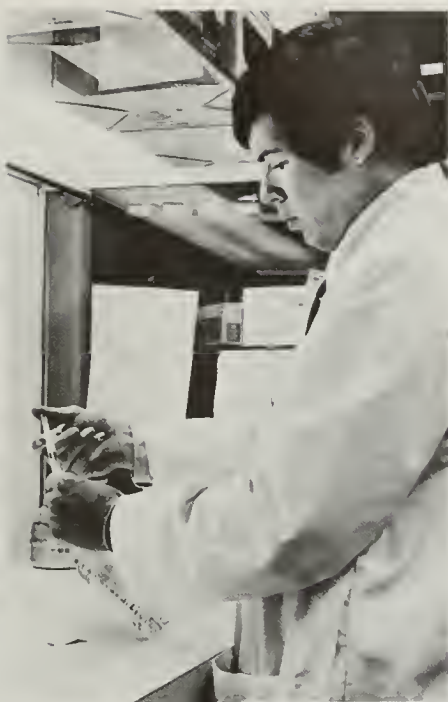
**Prerequisites for Admission.** All applicants must currently be employed in health organizations. Administrators, assistant administrators, and candidates for such positions in health organizations will be eligible to attend. No one holding a master's degree in hospital administration will be eligible for admission. Formal academic preparation is not a prerequisite. Priority is given to applicants from North and South Carolina; however, applicants from other states may be accepted. Students will be selected on the basis of two criteria: (1) how much he can benefit from the program, and (2) how much the student's participation in the program will help his hospital.

**Admission Procedures.** Applications must be submitted by June 15 of the year for which admission is requested and applicants will be notified by July 1 regarding their admission. Forms may be obtained from Donald S. Smith, Coordinator, Box 3018, Duke University Medical Center, Durham, North Carolina 27710.

**Registration Fees and Expenses.** Tuition for the program is \$1,200 which includes all required instructional materials. Upon acceptance, \$500 is required, the remainder to be paid when the program formally begins.

**Financial Aid.** Scholarship assistance representing approximately one-half of the tuition will be available to North Carolina and South Carolina students from non-profit organizations within the two states.





## Hospital and Clinical Pharmacy Residency

Director: Milton W. Skolaut, B.S.

Assistant Director: Donald C. McLeod, M.S.

Assistant Director: E. Clyde Buchanan, M.S.

Associate: William H. Briner, B.S., Director of Radiopharmacy Laboratory

**Residency Program.** The Hospital and Clinical Pharmacy Residency is a twelve month post baccalaureate program conducted by the Department of Pharmacy, Duke Hospital, DUMC, Durham, North Carolina. The residency is designed to give the graduate pharmacist experience in the administrative aspects of hospital pharmacy management, and to offer advanced training in clinical pharmacy practice. Management of modern drug dispensing systems, such as unit dose drug distribution, intravenous admixture preparation, and hyperalimentation formulation, is emphasized. Considerable experience in the patient-care setting is also gained. Competency in clinical practice and the strengthening of leadership capabilities are stressed in the residency.

**Admission Standards.** A resident must be a graduate from a school of pharmacy and hold a B.S., M.S., or Pharm.D. degree. The resident must have demonstrated good academic and leadership capabilities. It is preferable that the applicant have previous hospital pharmacy experience.

**Application Procedures.** Applications must be submitted by February 1 of the year for which admission is requested. The following must be completed:

1. Personal interview, to be arranged by appointment;
2. Official transcript from school of pharmacy and other professional programs attended;



3. A completed DUMC employment application form; and
4. Letters of recommendation from at least three persons having known the applicant in a professional way (i.e., a professor, dean, pharmacist, or physician).

Applicants will be notified by March 15 regarding admission to the program.

**Stipend.** A stipend of \$10,000.00 is granted for the twelve month residency. This stipend is tax-deductible if the resident is enrolled in a graduate program requiring a residency for a degree.

## Medical Speech Pathology

Associate Professor: Raymond Massengill, Jr., Ed.D., Director, Medical Speech Pathology  
Professors: Kenneth Pickrell, M.D., Galen Quinn, D.D.S., M.S., and Nicholas Georgiade, M.D., D.D.S.

Assistant Professor: Larry Thompson, M.D.

Additional instruction is provided by Judy Giles, M.S.C.

The residency program in medical speech pathology is designed to help meet the need for speech pathologists trained to work in medical centers. Trainees will have graded responsibilities in the Speech Pathology Clinic which has patients referred for speech and language evaluations following neurosurgery, oral surgery, plastic and reconstructive surgery, and from many other services. In addition, stutterers, patients with articulation problems or delayed language development, and those with speech disorders related to dental anomalies are seen. A certificate from Duke University Medical Center is awarded to each graduate of the program.

**Program of Study.** Two students, designated as Speech Pathology Fellows, are accepted each year, one in September and the other in January. The period of training can be one or two years in length and can be utilized to collect basic research for their thesis or dissertation. In addition to working in the clinic, students may participate in the Cleft Palate Clinic, the research projects conducted in the Speech Research Laboratory, and the Summer Speech Residential Program which is held on the Duke University campus. They may also work in the research programs being conducted with participants from plastic and reconstructive surgery, orthodontics, oral surgery, neurosurgery, and other allied fields.

**Prerequisites for Admission.** Applicants must have completed academic training in speech pathology from an approved institution. Students with either baccalaureate or master's degrees are accepted.

**Application Procedures.** Applications must be submitted six months to one year in advance of the date for which admission is requested and must contain the following:

1. A completed application form;
2. Official university transcripts;
3. Three letters of recommendation, one from an individual acquainted with the applicant's character, one from an individual who has supervised his/her work, and one from his/her major professor; and
4. A personal interview is requested.

Applicants may be notified within eight months of their interview regarding admission to the program. Requests for application forms and further information should be directed to: Raymond Massengill, Jr., Ed.D., Associate Professor and Director, Medical Speech Pathology, Duke University Medical Center, Durham, North Carolina 27710.

## Nuclear Medicine Technology

Professor: Richard G. Lester, M.D., Chairman, Department of Radiology  
Professor: Jack K. Goodrich, M.D., Director, Division of Nuclear Medicine  
Educational Director: Elizabeth C. Blackburn, M.Ed.  
Professor: John C. Evans, M.D.  
Associate Professors: Jack D. Davidson, M.D., C. Craig Harris, M.S., Robert H. Wilkinson, Jr., M.D., and Joseph B. Workman, M.D.  
Assistant Professor: William H. Briner, B.S.  
Associates: Fred P. Bruno, M.S. and Conrad Knight, B.S.  
Instructional Supervisors: E. D. Flowers, R.T., N.M.T. and Martin C. Thomas, A.S., N.M.T.  
Additional instruction is provided by the nuclear medicine residents and technical staff.

In the fall of 1967 the Division of Nuclear Medicine in the Department of Radiology of the Duke Medical Center began a full year program in Nuclear Medicine Technology. This program is approved by the American Medical Association, and upon completion of studies the student is awarded a certificate and becomes eligible to take the ARRT and RMT (ASCP) registry examinations in Nuclear Medicine Technology.

**Program of Study.** The program consists of twelve months of instruction and clinical training. The first three months are spent in courses involving both didactic and laboratory instruction. The following nine months are spent

in an internship. The student rotates through clinical areas in the Duke University and the Durham Veterans Administration hospitals.

**Prerequisites for Admission.** Applicants must be registered or registry-eligible radiologic technologists, medical technologists, or have an Associate of Arts/Science or Bachelor of Arts/Science degree from an accredited college. Due to the pace and scope of the subject matter presented, it is strongly recommended that students review the following areas prior to entry into the program: mathematics, use of the slide rule, general biology, chemistry, and physics.

**Application Procedures.** Applications must be submitted by May 1 of the year for which admission is requested and must contain the following:

1. A completed application form;
2. Official transcripts from all high schools, colleges, or professional schools attended;
3. Results from any standardized aptitude tests, such as PSAT, SAT, and ACT, taken by the applicant;
4. Three letters of recommendation from business or professional men and women, not related to the applicant, but who are acquainted with her/his educational or professional experiences; and
5. A personal interview is desirable, but not required.

All applicants will be notified by May 15 regarding admission to the program. Requests for further information and application forms should be directed to: Program Director for Nuclear Medicine Technology, Allied Health Education Building, Veterans Administration Hospital, Durham, North Carolina 27705.

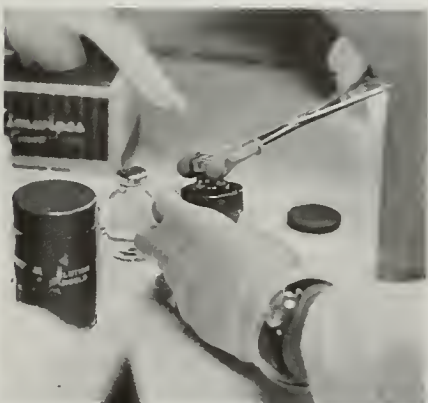
**Registration Fees and Expenses.** A registration fee (not the full Duke University tuition) of \$100.00 is required. Students must furnish their own uniforms; however, laboratory coats are provided by the program. In addition, books and supplies will cost approximately \$50.00.

**Financial Aid.** After successfully completing the first three months of course work, all students will be paid a monthly stipend of \$150.00 from Duke University Hospital for the remaining nine months of the program.

**Courses of Instruction.** Students must complete the following courses.

Title	Hours
Anatomy/Physiology/Pathology	70
Clinical Applications	80
Independent Study	5
Instrumentation	80
Mathematics Review	40
Nuclear and Radiation Physics	80
Orientation	15
Radiation Biology	15
Radiation Protection	15
Radiochemistry and Radiopharmacy	60
Student Seminars	40

In addition, assigned experience in clinical procedures will total 1400 hours.



# Nurse Anesthesiology

Professor: Merel H. Harmel, M.D., Chairman, Department of Anesthesiology

Professor: Sara J. Dent, M.D.

Director: Mary B. Campbell, RN CRNA

Educational Director: Mary M. Gardner, RN CRNA

Instructor: Leola A. Glenn, RN CRNA

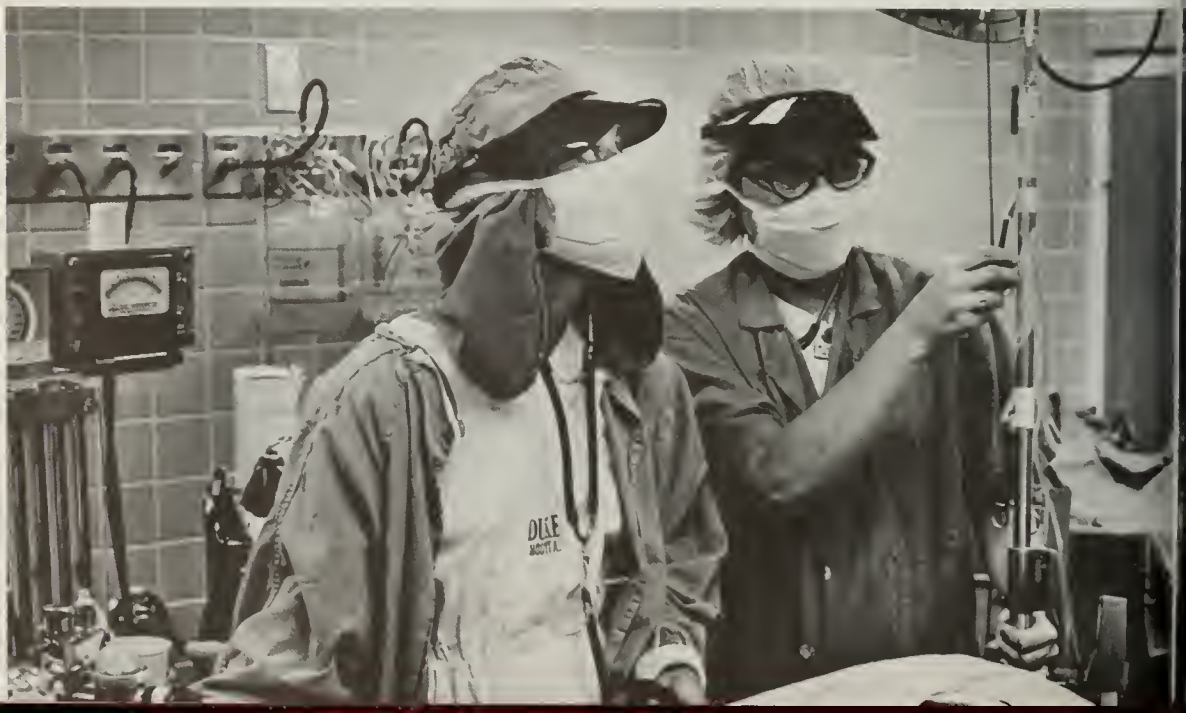
In 1931 Duke University Medical Center's Department of Anesthesiology established a program for registered nurses to further their study in anesthesiology. Students learn about the physiopharmacological effects of anesthesia and related drugs, the proper techniques for their administration, and the management of an entire treatment plan for patients requiring anesthesia. Upon successful completion of the required qualifying examination, graduates are eligible for membership in the American Association of Nurse Anesthetists.

**Program of Study.** The program beginning in January requires twenty-four months of training with the major portions of basic theoretical instruction given during the first three quarters. After eight weeks, students begin clinical practice while continuing their didactic studies. Most of the second year is concerned with clinical anesthesia. It is during this time that the students begin to work with cases which require more skill. Seminars are held twice a week and review examinations are given monthly.

**Prerequisites for Admission.** All applicants must be registered nurses. Priority is given to those with a year or more experience in the operating and/or recovery room.

**Application Procedures.** Applications must be submitted by June of the year prior to which admission is requested and must contain the following:

1. A completed application form, including a photograph;
2. Official transcripts from all nursing schools attended;
3. Four references; and
4. A personal interview.





Applicants will be notified by August regarding admission to the program. Requests for further information and application forms should be directed to: Mary B. Campbell, RN CRNA, P. O. Box 3094, Duke University Medical Center, Durham, North Carolina 27710.

**Registration Fees and Expenses.** A registration fee of \$150.00 is required of which \$50.00 is a deposit, the remainder to be paid at the time of enrollment. Books will cost approximately \$150.00 and miscellaneous expenses average \$50.00.

**Financial Aid.** A stipend of \$350.00 per month is paid to all students. In addition, scholarships are available to nurses registered in North Carolina. For further information concerning these scholarships contact the: North Carolina Medical Care Commission, P. O. Box 9594, Raleigh, North Carolina 27603.

**Courses of Instruction.** Students must complete courses in the following areas:

Title	Hours
Orientation	31
Anatomy and Physiology	146
Chemistry and Physics	124
Pharmacology	76
Methods and Procedures	73

# Pastoral Care and Counseling

Assistant Professor: P. Wesley Aitken, B.D., Th.M., Director and Supervisor  
Training Supervisor: John C. Detwiler, B.D., Th.M.  
Professor: Richard A. Goodling, B.D., Ph.D.  
Assistant Professor: Paul A. Mickey, B.D., Ph.D.

A graduate program in pastoral care and counseling is available to clergy of all religious groups. There are four program options: a single unit of Clinical Pastoral Education, an internship, a residency, and a fellowship. All are designed to train ordained individuals who desire to specialize in pastoral care and counseling or to enhance their skills as parish clergy. Those who enroll in the program will be required to serve as chaplains or as pastoral counselors in the Medical Center or in the community of Durham. All program options are approved by the Association for Clinical Pastoral Education, Inc.

**Program of Study.** For the internship, usually beginning in June and lasting twelve months, four units of Clinical Pastoral Education (CPE) with the ACPE are granted. Classroom studies are interspersed through the clinical phase of training by conferences and courses offered in the Medical Center and the Divinity School.

**Prerequisites for Admission.** Applicants to the internship must possess a college degree or its equivalent and have completed at least two years of theological education or its equivalent. Usually completion and supervisor's evaluation of one certified unit of CPE (basic unit) is required.

**Application Procedures.** Applications must be submitted by March 15 of the year for which admission is requested and must contain the following:

1. A completed application form and its supplementary materials; and
2. A personal interview with the supervisory and teaching staff.

All applicants will be notified by April 1 regarding admission to the program. Requests for application and further information about any of the programs should be directed to the Coordinator of Clergy Training, Box 3112, Duke University Medical Center, Durham, North Carolina 27710.

**Registration Fees and Expenses.** Individual units of training will cost \$150 for the first quarter and \$75 for each quarter thereafter. This fee is payable to the Chaplains Service at the beginning of each unit of training. Students who are taking CPE as part of the Master's degree program of the Divinity School will be charged tuition by the Divinity School instead of the \$75 fee for the fall, winter, and spring quarters. Upon acceptance, a deposit of \$25 is required, but will be deducted from the fees at the beginning of the program.

**Financial Aid.** A limited number of training stipends is available, \$2400 for the internship and \$3000 for the residency. No stipends are available for the single unit of training.

## Physician's Associate

Students not eligible for the Bachelor of Health Science degree complete the curriculum for the certificate only. The two-year program is the same, including tuition, and is described in the second chapter. In addition, students

are issued a Duke University undergraduate identification card and are granted the same privileges as the Bachelor of Health Science degree physician's associate students. Only the prerequisites for admission differ in that, applicants not planning to receive the degree need not fulfill the lower division requirements for transfer students to Duke University. All other prerequisites are the same.

## Radiation Therapy Technology

Professor: Richard G. Lester, M.D., Chairman, Department of Radiology

Professor: Patrick J. Cavanaugh, M.D., Director, Division of Radiation Therapy

Educational Director: Rebecca K. Mangum, A.A., R.T.

Professors: John C. Evans, M.D. and Fearghus O'Foghludha, Ph.D.

Associate Professor: Boyd T. Worde, M.D.

Assistant Professors: Norman Abramson, M.D.; Alice McCrea, M.S.; Thomas T. Thompson, M.D.; and Raymond U, Ph.D.

Associate: Conrad Knight, B.S.

Additional Teaching Staff: Gunilla Bentel, Dosimetrist; Elsie B. Coman, R.T.; Fay McNaul, R.N., M.P.H.; Karen Orsley, R.N.; Radiation Therapy residents, and technical staff

Therapeutic Radiology, a division of the Department of Radiology at Duke University Medical Center, is concerned primarily with the treatment of malignant disease. A program in radiation therapy technology was initiated in the fall of 1970. During training, the student technologist gains general knowledge and experience in the care of cancer patients, in dosimetric procedures, and in the technical aspects of treatment planning. Students also study the characteristics of tumors and the biological effects of ionizing radiation on normal and malignant cells and tissues. This provides a thorough background in the clinical, physical, and biological concepts of radiation therapy.

Each year more than 800 cases and 1,300 consultations are handled in the division, and over 17,000 external beam treatments and 80 intracavity



applications are performed. Equipment in the division at Duke includes a 6 Mev linear accelerator, a cobalt teletherapy unit, a cesium teletherapy unit, an orthovoltage machine, and a superficial voltage machine. In addition, equipment in the department at the Veterans Administration Hospital includes a cobalt teletherapy unit and an orthovoltage machine. Substantial intracavity radium and cesium encapsulated sources are available.

**Program of Study.** The twelve month program consists of 290 hours of lectures and 1650 hours of clinical training. Students attend class for one to two hours a day with the remaining time being spent on rotations through the clinical areas of Duke University Medical Center and the Veterans Administration Hospital.

**Prerequisites for Admission.** Applicants must be registered or registry-eligible radiologic technologists or nuclear medicine technologists or registered nurses who have had a college course in physics.

**Application Procedures.** Applications must be submitted by April 1 of the year for which admission is requested and must contain the following:

1. A completed application form;
2. Official transcripts from all high schools, colleges, or professional schools attended;
3. Results from any standardized aptitude tests, such as PSAT, SAT, and ACT, taken by the applicant;
4. Three letters of recommendation from business or professional men and women, not related to the applicant, but who are acquainted with her/his educational or professional experiences; and
5. A personal interview is desirable, but not required.

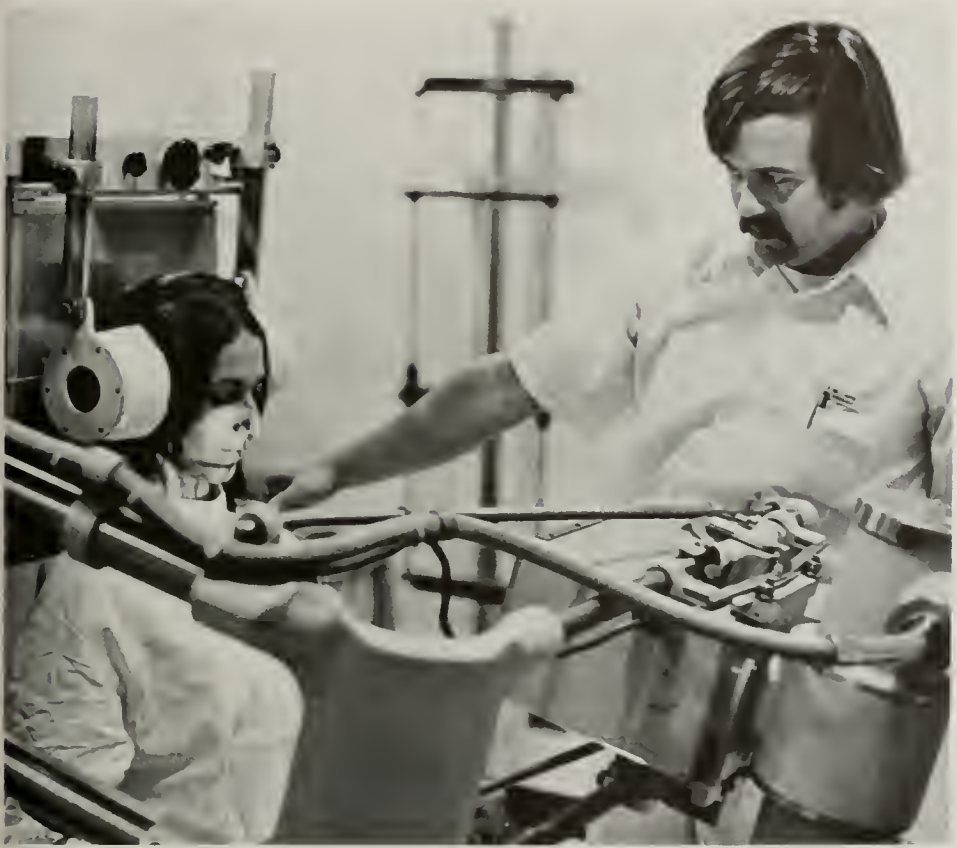
All applicants will be notified by May 1 regarding admission to the program. Requests for further information and application forms should be directed to: Assistant Director, Radiation Therapy Technology Program, Box 3275, Duke University Medical Center, Durham, North Carolina 27710.

**Registration Fees and Expenses.** A registration fee (tuition, not full Duke University tuition) of \$100.00 is required. In addition, books and supplies will cost approximately \$50.00.

**Financial Aid.** A stipend from the Veterans Administration Hospital of \$150.00 per month is paid to all students enrolled in the program.

**Courses of Instruction.** Students must complete the following courses:

Title	Hours
Introduction	3
Anatomy	16
Clinical Radiotherapy	20
Elementary Pathology	16
Ethics and Economics	13
Mathematics	20
Nursing Procedures	15
Physics	60
Protection and Shielding	15
Radiobiology	12
Radium Therapy	25
Treatment Planning	75



## Radiologic Technology

The radiologic technology programs, the two-year certificate program at Duke and the Duke-Elon College Bachelor of Science degree program, will be phased out on September 1, 1974, with the currently enrolled students in both classes.

Duke will be offering a graduate-level certificate program in radiologic technology beginning between September, 1974 and 1975, accepting only graduate, registered radiologic technologists for an intensified program in higher education designed specifically to train students for administrative, supervisory, and special-procedure positions.

This new approach to higher education for radiologic technologists is brought about by the fact that the certificate, hospital-based program can, and is, being taught in 22 other hospitals located in North Carolina. Large medical centers are beginning to utilize more fully their resources and potential by training radiologic technologists on the graduate level for administrative positions and special procedures.

At the present time there are no other programs of this nature being offered. For further information on the graduate certificate program in Radiologic Technology, write: Director, Radiologic Technology Program, Education Building, Veterans Administration Hospital, Durham, North Carolina 27705, or Box 3108, Duke University Medical Center, Durham, North Carolina 27710.



# Respiratory Therapy

Professor: Merel H. Harmel, M.D., Chairman, Department of Anesthesiology

Professor: Sara J. Dent, M.D., Medical Director, Division of Respiratory Therapy

Director: Houston R. Anderson, A.R.I.T., Division of Respiratory Therapy

Educational Coordinator: Thomas R. Morris, B.S., A.R.I.T.

Clinical Coordinator: Wayne R. MacKintosh, A.R.I.T.

Associate Professors: Douglas Blenkarn, M.D. and Samuel McMahon, M.D.

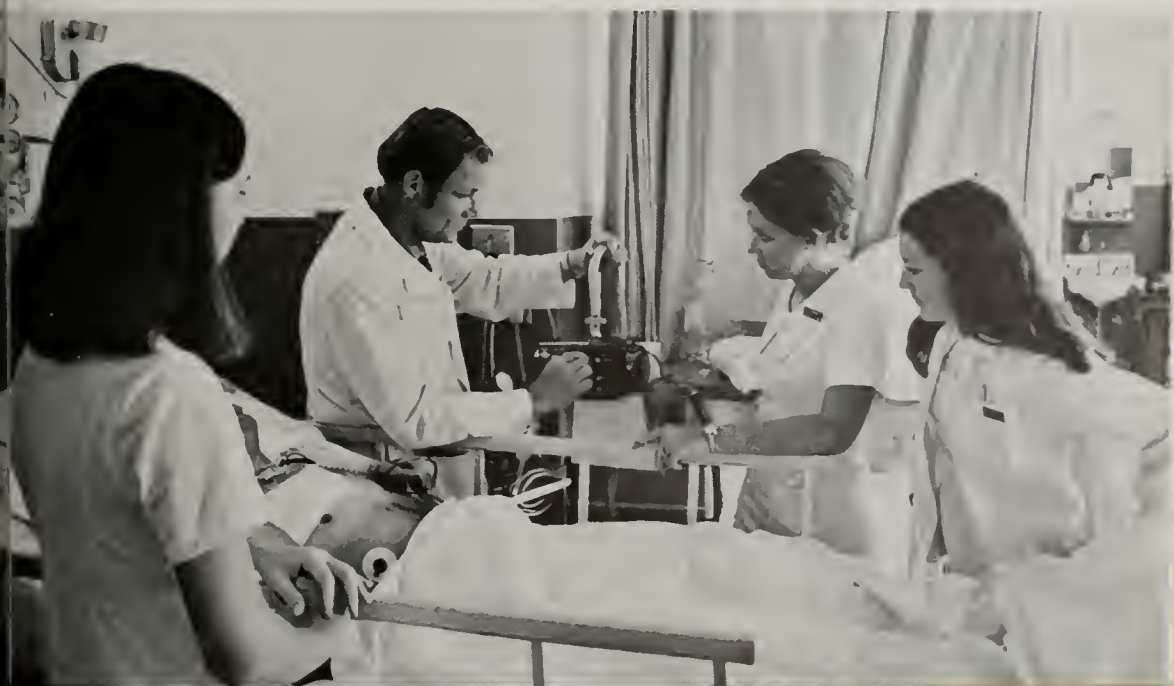
Assistant Professor: James W. Wilson, M.D., Ph.D.

Clinical Instructors: Betsy R. Durham, RN, A.R.I.T.; Stanley K. Engle, B.S., A.R.I.T.; and David A. Varner, AAS

Respiratory therapy is one of the newest and fastest growing allied health specialities in the United States today, due to the increasing incidence of respiratory diseases in our society and the increasing complexity of the various modalities used in the treatment and diagnosis of these diseases. The respiratory therapist must be an expert in the therapeutic uses of such aids to the breathing process as medical gases, oxygen administering apparatus, humidity and aerosol devices, positive pressure ventilation, mechanical airways, and cardiopulmonary resuscitation. In September, 1970, the Duke University Medical Center and Durham Technical Institute initiated an associate degree program in respiratory therapy under the medical direction of the Department of Anesthesiology. It is accredited by the Council on Medical Education of the American Medical Association and approved by the North Carolina State Board of Education. At the completion of this program the student will be awarded the Associate in Applied Science degree and be qualified to participate in the national registry examination.

**Program of Study.** Of the twenty-one months (7 quarters) needed to complete this program the first nine months (3 quarters) are spent at Durham Technical Institute studying introductory material. The remainder of the time is divided between clinical rotations at Duke and electives at Durham Technical Institute.

**Prerequisites for Admission.** All applicants must have a high school diploma or its equivalent, including two units of mathematics and two of physical science.





**Application Procedures.** Applications must be submitted by April 15 of the year for which admission is requested and must contain the following:

1. A completed application form;
2. Official transcripts from all high schools and colleges attended;
3. Placement examinations for Durham Institute given at the time of enrollment;
4. Three letters of recommendation; and
5. A personal interview is requested.

All applicants will be notified by May 15 regarding admission to the program. Requests for further information and application forms should be directed to: Education Coordinator, Respiratory Therapy Program, Box 3094, Duke University Medical Center, Durham, North Carolina 27710.

**Registration Fees and Expenses.** Durham Technical Institute tuition is \$32 per quarter for in-state students for a total of \$224 for the program. For out-of-state students, the tuition is \$137.50 per quarter or approximately \$962.50 for the program. In addition, books will average \$50 per quarter.

**Financial Aid.** A limited amount of financial assistance is available to students. More information can be found in the catalogue of Durham Technical Institute.

**Courses of Instruction.** Students must complete the following:

#### First Quarter

Title	Location	Quarter Hours Credit
English	DTI	3
Mathematics	DTI	5
General Biology	DTI	4
Chemistry	DTI	5
Introduction to Physics and Technology	DTI	3
Blueprint Reading and Sketching	DTI	1
Introduction to Respiratory Therapy	DTI	2

#### Second Quarter

Nursing Arts	DTI	3
General Physics I	DTI	4
Anatomy and Physiology	Duke	4
Composition	DTI	3
Respiratory Therapy Procedures	DTI	6

#### Third Quarter

Cardiopulmonary Anatomy and Physiology	Duke	4
Respiratory Therapy Procedures	DTI	9
Pharmacology	DTI	3
Oral Communication	DTI	3
General Physics II	DTI	4

#### Fourth Quarter

Report Writing	DTI	3
General Physics III	DTI	4
Microbiology and Pathology	Duke	4
Respiratory Therapy Procedures	Duke	9

#### Fifth Quarter

Electives	DTI	3
Respiratory Therapy Procedures	Duke	10
Applied Psychology	DTI	3

#### Sixth Quarter

Respiratory Therapy Procedures	Duke	16
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#### Seventh Quarter

Respiratory Therapy Clinical Application	Duke	15
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## Courses of Instruction

### Medical Technology

**CHS 151. Medical Applications of Computers.** This lecture, laboratory, and demonstration course will introduce the student to computer use for calculational and non-numeric computation through use of a higher order language (e.g., FORTRAN), and to the uses of computers in ongoing medical and medicine-related projects in the Duke-Veterans Hospital complex. The practical assignments, in conjunction with lectures and demonstrations, will permit the students, as part of the course, to write, evaluate or analyze a problem-directed program. One course. *Dorsey, Henderson, and Staff*

**PHS 180. Basic Human Physiology.** A lecture-demonstration course in which the functions of major organ and tissue systems and their contributions to total body homeostasis in health and disease are discussed. The interpretation of laboratory findings in view of known physiological parameters and the communication, using appropriate terminology, of these findings to physicians and other health care professionals as well as to the patient and his family is stressed. One course. *Carter, Rosenthal, and McHale*

**PTH 103. Introduction to Laboratory Technique and Basic Physical Principles.** Principles of microscopy, colorimetry, analytical measurements, and spectrophotometry are presented. Technical operations such as pipetting, titration, bacteriologic inoculations, aseptic technique, manual hematologic methods, screening, and microscopic examination of body fluids are learned. Discussion and lectures are concerned with physiologic derangements best examined by these techniques. Statistical analysis of laboratory data and applicability of quality control programs are included. One course. *Widmann, Spooner, and Zivadyk*

**PTH 107. Human Pathology.** The course deals with human structure and function, with correlation of anatomy, microanatomy, and the purposes served in achieving growth and maintaining homeostasis. Changes that occur in general categories of disease (trauma, infection, neoplasia, degeneration, congenital defects, etc.) and the anatomical, microanatomical, and biochemical ways in which these derangements become apparent are discussed. One course. Widmann and Staff

**PTH 202. Instrumentation.** Principles of major types of advanced laboratory instruments: continuous flow and analysis, electronic particle counting, thin-layer and gas chromatography, scintillation counting, specific instruments such as GEMSAEC, Automated Chemical Analyzer, etc. are discussed. The student will acquire sufficient understanding of operating principles so that he can provide normal maintenance and first-level repair on major types of laboratory instruments, and can apply theoretical principles to the development of new methodologies for these machines. One course. Spooner, Habig, and Staff

**PTH 204. Medical Chemistry.** The course deals with the following topics: the biochemistry of disease, with emphasis on diagnostic tests; statistical methods as applied to the study of normal populations, abnormal populations, and the individual patient; pitfalls in diagnostic biochemistry and the influence of multiple variables; evaluation of test methods in terms of technical requirements, cost, accuracy, etc. One course. Spooner, Habig, Bittikofer, and Staff

**PTH 210. Immunology and Immuno-hematology.** Presentation of the immune response, both cellular and humoral, and the primary and secondary diseases which affect these systems. Other topics include: the diagnostic and therapeutic implications of bacterial, fungal, and viral antibodies; the antigen of red blood cells, white blood cells, and other tissue sites, and the spontaneously occurring and acquired antibodies to them; collection, processing, and storage of blood for transfusion purposes. One course. Widmann and Zwadyk

**PTH 211. Blood and Body Fluids.** This course will discuss both primary and secondary hematologic diseases, with consideration of clinical and laboratory techniques for diagnosing disorders of red blood cells, white blood cells, platelets, hemostatic mechanisms, and blood volume. The section on body fluids will include physiologic alterations and laboratory findings related to urine, cerebrospinal fluid, joint fluid, effusions, and feces. One course. Widmann and Schmidt

**PTH 212. Parasitology.** Lecture and correlative student laboratory sessions present information on epidemiology, life cycles, and identification procedures for the more common animal parasites which infect man. One-half course. Bumgarner

**PTH 224. Educational Techniques for the Health Professional.** The course is designed to prepare the student to communicate technical and theoretical material to peers, to students at the post high school level and above, and to other health professionals. Topics include the construction of tests at various levels, methods to evaluate effectiveness of communication in situations less structured than formal examinations, and the use of audiovisual equipment and construction of effective visual aids for information transmission. One-half course. Boeck and Staff

**PTH 226. Laboratory Supervision and Management.** Principles of group supervision, with consideration of work patterns, laboratory design, laboratory staffing, personnel relations, equipment evaluation, and procurement are pre-



sented. Review of federal regulations affecting laboratories, personnel, hospitals, etc. is included. One-half course. *Britt and Staff*

**PTH 232. Medical Microbiology.** Introduction to the morphology and physiologic activities of bacteria and medically significant fungi, as well as functional aspects of viruses. Extensive consideration is given to microorganisms in the etiology of disease; the interaction of host and invader; the epidemiology of nosocomial infections; and the mechanisms of antimicrobial therapeutic agents. The laboratory sessions will develop beginning expertise in isolating and identifying commonly pathogenic organisms, and in the techniques required for bacterial and fungal propagation, anti-bacterial susceptibility assays, and environmental surveillance. One course. *Osterhout, Zwadyk, Proctor, and Britt*

**PTH 299. Student Seminar.** Topics in medical laboratory science presented by the student to his peers and medical technology faculty. Topic selection to be approved by the faculty. One-half course. *Britt, Schmidt, and Staff*

## CLINICAL LABORATORY COURSES: PATHOLOGY, MEDICINE, BIOCHEMISTRY, AND MICROBIOLOGY STAFF

**PTH 206. Clinical Microbiology.** Ten weeks of clinical training in diagnostic microbiology laboratories of the Duke and VA Hospitals. One-half course.

**PTH 208. Immunology-Serology.** Eight weeks of experience is given in techniques and applications of principles in immunohematology and serology. One-half course.

**PTH 209. Blood and Body Fluids.** Nine weeks of clinical practice in the study of blood elements and body fluids. Expertise in recognizing pathologic conditions is gained. One-half course.

**PTH 231. Clinical Chemistry.** Ten weeks of clinical course work in the laboratories of the Duke and VA Hospitals. One-half course.

## Pathology Assistant

**ANA 207. Human Anatomy.** A lecture-laboratory discussion course that examines human morphology and the fundamental relationships among the neurologic, musculo-skeletal, cardiovascular, gastrointestinal, respiratory, renal, and reproductive systems. The course includes cadaveric presentations of every major region of the human body. Intended primarily for students in allied health programs. One course. *Blake and Staff*

**MIC 106. Introductory Microbiology.** An introduction to diagnostic microbiology covering such topics as microbial morphology, staining characteristics, growth requirements, diagnostic tests, and antibiotic susceptibility testing. The clinical aspects of such subjects as pyogenic cocci, gram negative sepsis and nosocomial infection, meningitis, venereal disease, enteric infection, anaerobic pathogens, tuberculosis, mycotic diseases, viral infections, and the use of antibiotics are also included. One-half course. *Osterhout*

**PHS 180. Basic Human Physiology.** A lecture-demonstration course in which the functions of major organ and tissue systems and their contributions to total body homeostasis in health and disease are discussed. The interpretation of laboratory findings in view of known physiological parameters and the communication, using appropriate terminology, of these findings to physicians and other health care professionals as well as to the patient and his family is stressed. One course. *Carter, Rosenthal, and McHale*

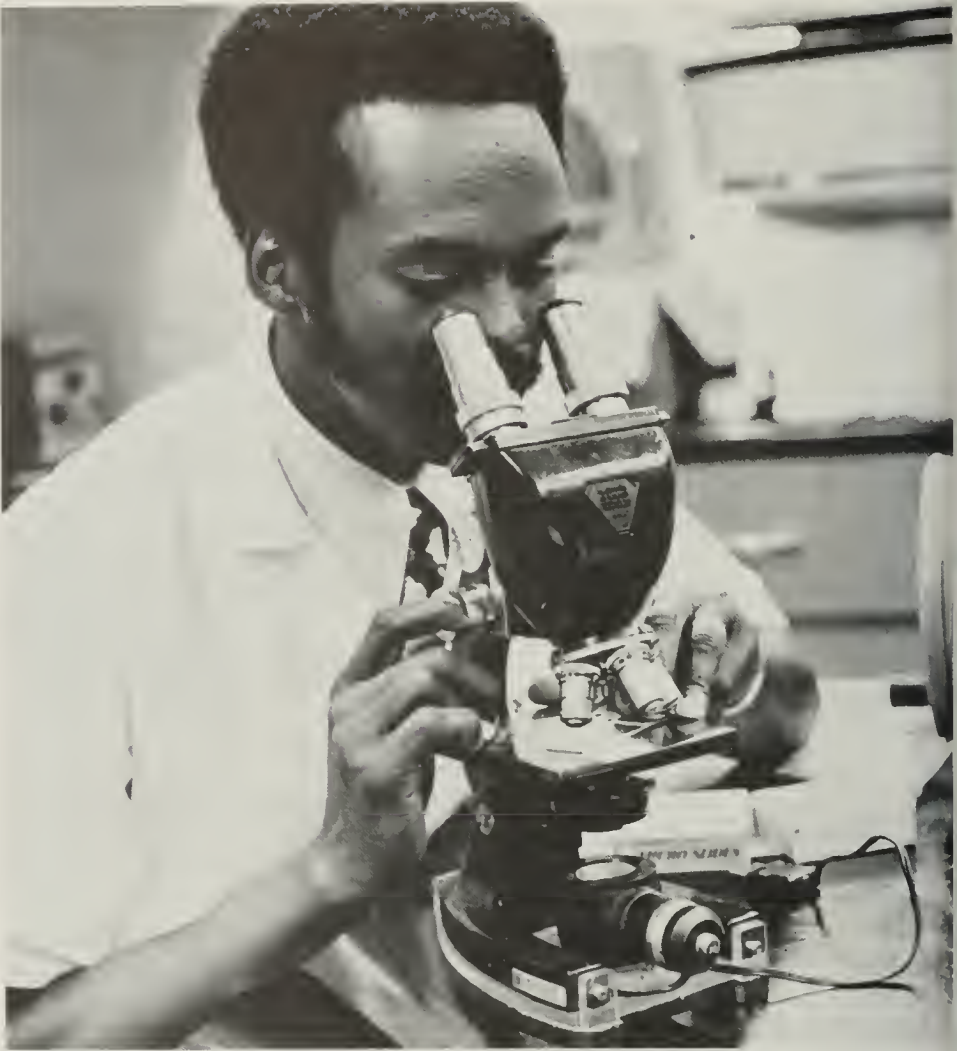
**PTH 102. Histopathological Technique.** The student is presented a wide background of knowledge in tissue and cell morphology and physiology. Emphasis is placed on cellular and subcellular structures which help develop tissue types. A synthesis of current concepts of ultrastructure is related to those of light microscopy. Students learn to evaluate and interpret, under light microscopy, those features which distinguish one tissue from another. The interrelationship between cytology, histology, and organology is stressed. One course. *Broda*

**PTH 103. Introduction to Laboratory Technique and Basic Physical Principles.** Principles of microscopy, colorimetry, analytical measurements and spectrophotometry are presented. Technical operations such as pipetting, titration, bacteriologic inoculations, aseptic technique, manual hematologic methods, screening, and microscopic examination of body fluids are learned.



Discussion and lectures are concerned with physiologic derangements best examined by these techniques. Statistical analysis of laboratory data and applicability of quality control programs are included. One course. Widmann, Spooner, and Zwadyk

**PTH 105. Basic Hematology.** Basic knowledge in human blood cell morphology is gained via lectures and laboratories. Students study normal hematopoietic maturation and are also introduced to those states of maturation which are recognized as being pathological. The approach is a morphological one with less emphasis on clinicopathological correlation. One-half course. Wells and Staff



**PTH 106. Basic Pathology.** Basic principles which will enable the student to develop an ability to analyze disease are presented. These main principles include the study of circulatory disturbances; degenerative processes; infiltrations and metabolic disorders; disturbances of development and growth; the inflammatory process, including etiologic and pathogenic considerations; regeneration and repair; and neoplasia. Lectures and discussions within these categories will be presented by the faculty as well as by the student. Seminar papers discussing and interpreting the classical papers leading to the main theories of disease etiology and pathogenesis will be presented by the student. One-half course. *Broda*

**PTH 110. Systemic Pathology.** Disease processes are studied via methods and techniques utilized in organ system dissection as they pertain to autopsy pathology specimens. Clinicopathologic correlation is stressed utilizing gross and microscopic examples of disease processes, case studies, lectures, and demonstrations. One course. *Staff*

**PTH 200. Pathology.** Fundamentals of pathology are presented by correlating gross and microscopic material to illustrate the structural changes in disease. Lectures consisting of broad concepts of disease processes are presented by senior faculty and conferences with small groups of students are held under the guidance of staff members. Etiology and pathogenesis of disease as well as the experimental approach are emphasized for the purpose of correlation with clinical disease. In addition to group work, conferences are scheduled to discuss problems derived from autopsies. Students are required to collaborate in postmortem studies and present cases in clinical-pathologic conferences under the direction of the staff. Two courses. *Staff*

**PTH 205. Autopsy Technology.** During this six week on-the-job training period, the student is introduced to autopsy dissection techniques and general anatomical pathology protocol. He learns various dissection techniques and the proper procedure for completing autopsy cases. These include evisceration, organ block dissection, tissue preparation for histology, microscopic evaluation, and final protocol completion. One and one-half course. *Staff*

**PTH 207. Medical Photographic Technology.** This six-week course offers the student, via lecture and practical assignments, basic photographic theory and principles including lighting, optics, photo-chemistry, camera handling techniques, color film selection, exposure determinations, and film processing as applied to pathology. The student will be given the opportunity to become proficient in such technical aspects as developing and preparation of developing materials, printing of photographs, lighting and background techniques, photographing of specimens, both in situ and in display, and photo-micrography. One and one-half course. *Veterans Administration Hospital Medical Illustration Department*



**PTH 213. Histologic Technology.** During the four week rotation in histology the student is presented the knowledge necessary for the preparation of tissue slides. Following this he is taught the basic principles of tissue processing, which include: fixation, decalcification, hand and automatic processing, blocking, embedding, cutting and staining, specific staining and histochemical procedures, cryostat and other frozen section methods, tissue manicuring for processing, and certain electron microscopic and cytologic techniques. One course. *Histology Staff*

**PTH 220. Forensic Pathology.** Selected students who demonstrate a distinct interest and aptitude in forensic medicine are allowed to take an elective rotation in the State Medical Examiner's System during which time they are introduced to the intricacies and variations of legal medicine. One course. *Hudson*

**PTH 230. Clinical Diagnostic Methods.** The course is designed to instruct the student in technical and clinical laboratory procedures which are utilized in the diagnosis of disease. Emphasis is placed upon selection and interpretation, rather than the performance of the various procedures. One course. *Staff*

**PTH 237. Surgical Pathology.** Students are instructed in gross and microscopic pathology as it pertains to surgical specimens. Gross and microscopic findings are correlated with clinical observations while the student learns the proper procedural handling of selected specimens. Problems in dermatology, gynecology, orthopaedics, general surgery, internal medicine, and other specialties will be considered. The program of study will consist of lectures, demonstrations, and laboratory work. One course. *Staff*

**PTH 298. Department of Pathology Elective Courses.** Qualified students who have demonstrated interest in specialized areas of pathology e.g., pediatric pathology, renal pathology, cytopathology, etc. are allowed to participate in these courses as they are offered in the department. One course. *Staff*

## Physician's Associate

### BASIC SCIENCE COURSES

**ANA 207. Human Anatomy.** A lecture-laboratory discussion course that examines human morphology and the fundamental relationships among the neurologic, musculo-skeletal, cardiovascular, gastrointestinal, respiratory, renal, and reproductive systems. The course includes cadaveric presentations of every major region of the human body. Intended primarily for students in allied health programs. One course. *Blake and Staff*

**CHS 270. Community Health Sciences.** A description of the development of key ideas concerning modern scientific medicine and broad social questions regarding the medical profession. Topics include: the social roles of patients as well as physicians, the public image of medicine, the impact of various historical epochs such as the industrial revolution, and changing attitudes toward poverty and welfare. The various systems for the delivery of health care, the nature and implications of pending health care legislation, health care cost and payment mechanisms, and types and extent of health care services, provided by both public and private agencies are examined. In addition, there will be discussions of the social and cultural aspects of

health, dealing with the terminally ill, euthanasia, genetic engineering, and human subject experimentation. Epidemiology and statistical principles will also be included. Boeck, Brieger, and Staff

**MED 110-111. Clinical Medicine.** A classroom lecture course taken concurrently with Patient Evaluation (MED 120-121). The major problems with which patients present and the use of a data base (historical information, physical examination, laboratory parameters) relating to these problems enabling the student to extract a problem list are discussed. Detailed information about the more important aspects of disease states prevalent in the United States causing the demand for health service and the characteristics of both the normal and abnormal disease states are examined. Students learn to communicate their findings to physicians, nurses, and other health personnel using the appropriate terminology. (Enrollment limited to physician's associate and nursing students.) Four courses. Skyler and Staff

**MED 120-121. Patient Evaluation.** Students meet in groups of four with one instructor for bedside experience in the techniques of obtaining meaningful health histories and performing thorough physical examinations. Students are taught to record patient data using the format of a problem oriented medical record and then to present such information orally to the supervising physician. (Enrollment is limited to physician's associate and nursing students.) One course. Skyler and Staff

**MED 240. Human Interaction.** The development of problem lists and how to use them as tools in furthering one's own education process are explained. The advanced aspects of patient interviewing are also discussed. One-half course. Neelon

**MIC 106. Introductory Microbiology.** An introduction to diagnostic microbiology covering such topics as microbial morphology, staining characteristics, growth requirements, diagnostic tests, and antibiotic susceptibility testing. The clinical aspects of such subjects as pyogenic cocci, gram negative sepsis and nosocomial infection, meningitis, venereal disease, enteric infection, anaerobic pathogens, tuberculosis, mycotic diseases, viral infections, and the use of antibiotics are also included. One-half course. Osterhout

**PHS 104. Introductory Pharmacology.** A lecture-seminar course developed to acquaint the student with the relationship between drugs and living systems. Chemotherapeutic agents are classified and studied in groups with the emphasis placed on understanding the functions and characteristics of commonly used prescription drugs. One course. Rosen and Staff

**PHS 180. Basic Human Physiology.** A lecture-demonstration course in which the functions of major organ and tissue systems and their contributions to total body homeostasis in health and disease are discussed. The interpretation of laboratory findings in view of known physiological parameters and the communication, using appropriate terminology, of these findings to physicians and other health care professionals as well as to the patient and his family is stressed. One course. Carter, Rosenthal, and McHale

**PTH 101. Basic Clinical Chemistry.** An introduction to physiological chemistry including normal human metabolism and its control and the alterations of normal metabolism induced by disease or stress. Students are taught to correlate laboratory findings with the cellular metabolic events taking place and to communicate the normal and abnormal phenomena to physicians, nurses, and other health personnel using appropriate terminology, and to explain com-

mon situations to patients. By studying the metabolic control and disease alterations, the student is able to suggest appropriate measures to further delineate the problem and to provide a therapeutic approach. One course. Spooner and Staff

**PTH 103. Introduction to Laboratory Technique and Basic Physical Principles.** Principles of microscopy, colorimetry, analytical measurements, and spectrophotometry are presented. Technical operations such as pipetting, titration, bacteriologic inoculations, aseptic technique, manual hematologic methods, screening, and microscopic examination of body fluids are learned. Discussion and lectures are concerned with physiologic derangements best examined by these techniques. Statistical analysis of laboratory data and applicability of quality control programs are included. One course. Widmann, Spooner, and Zwadyk

**PTH 107. Human Pathology.** The course deals with human structure and function, with correlation of anatomy, microanatomy, and the purpose served in achieving growth and maintaining homeostasis. Changes that occur in general categories of disease (trauma, infection, neoplasia, degeneration, congenital defects, etc.) and the anatomical, microanatomical, and biochemical ways in which these derangements become apparent are discussed. One course. Widmann and Staff

**RAD 108. Introductory Radiology.** A review of roentgen anatomy and an introduction to the uses of radiology in the care of patients. Students learn the basic clinical concepts and develop skills in performing basic scanning and routine radiographs. One-half course. Thompson

**SUR/MED 109. Experimental Surgery/Electrocardiography.** An introduction to basic surgical principles and techniques and the fundamentals of aseptic technique needed in the preparation of the operative site and draping of the sterile field. Students learn the basic principles of pre- and post-operative management for the purpose of developing knowledge of the organism's management. The principles of electrocardiography, the characteristics of electrocardiograms, and the necessity of correlating laboratory data with patient behavior are also presented. One course. Dixon, Toth, Surgical Staff, and Cardiology Staff

## CLINICAL ROTATIONS

**CHS 150. General Community Medicine.** An eight-week rotation in which the student learns to compile a data base about common office and hospital problems facing community practitioners and maintain problem-oriented medical records while aiding the physician in the evaluation and care of the patient. One course. Staff

**CHS 151. Family Practice.** An eight-week clinical experience surveying the components of family practice, including emotional conflicts and interpersonal relationships with the patient and other members of the family unit. Through experience in interviewing and examining patients, the student is exposed to the multifaceted approach of understanding and treating physiologic and sociologic components of disease processes. In this situation, an understanding of the common diseases treated by primary care practitioners and the aspects of the unique relationship a physician's associate experiences with private patients, their physician, and other health team members is developed. One course. Staff



**CHS 152. Rehabilitation.** An eight-week rotation studying the treatment of limitations caused by disease and injury. The student receives training in patient rehabilitation through participation in both inpatient and outpatient physical and occupational therapy services and weekly medical-surgical-rehabilitation conferences. Instruction is oriented toward the early return to work of disabled employees and matching physical capabilities with job demands. One course. *Roberts and Rehabilitation Staff*

**CHS 153. Introduction to Occupational Medicine.** During this eight-week rotation the student studies the field of occupational medicine including its history, particularly in the United States; legislation dealing with the protection of workers, including Workmen's Compensation; types of occupational health hazards; industrial toxicology and occupational diseases; and in-plant medical programs. Seminars, reading, case studies, and field work will be required. One course. *Goldwater*

**CHS 155. Independent Study.** This special course enables students, on an individual basis, to select with program administrators a series of objectives and to develop a program that can reasonably be expected to achieve those objectives. One course. *Estes, Skyler, and Stoff*

**CHS 190. Family Medicine.** This forty-eight week elective option is a substitute for the usual curriculum. The student is assigned to one senior family practice resident and rotates with that resident throughout the year, in both hospital and ambulatory settings, thus gaining throughout the year, in both hospital and ambulatory settings, thus gaining a broad exposure to a variety of types of problems while developing a close relationship with an individual physician. The experience gained is similar to having taken courses in general community medicine, family practice, inpatient medicine, and outpatient medicine. Six courses. *Jordon and Staff*

**CHS 199. Primary Care Medicine.** An eight-week clinical experience in association with a community-based practitioner to acquaint the student with those aspects of the practice of medicine unique to the community setting. In the hospital the student makes rounds with the physician and assists him in fulfilling his inpatient responsibilities. In the office, the student learns about management procedures in a private practice and helps the physician by providing services consonant with his individual background and clinical training. This is a non-credit course but is required for certification as a physician's associate. No credit. *Estes, Skyler, and Stoff*

**MED 150. Inpatient Medicine.** An eight-week full-time required clinical rotation in which the student learns to apply his basic medical knowledge to the problems and situations encountered on an inpatient service. By collecting a data base formulating a complete problem list, participating in daily rounds, participation in the management of patient problems, the student develops an awareness and understanding of the multiple aspects of disease processes and becomes familiar with therapeutic regimen and dispositions relative to specific disease states. The student will present the data base of each new patient to the supervising physician or attending rounding physician in a coherent, concise fashion. One course. *Stoff*

**MED 151. Outpatient Medicine.** An eight-week full-time required clinical rotation in which the student learns to apply his basic medical knowledge to the common problems and situations encountered on an outpatient/emergency service. The student assists the staff by taking histories, completing physical examinations, initiating emergency care consistent with triage findings reviewed by the resident staff, performing routine diagnostic laboratory studies, and arranging for and tabulating data from other diagnostic studies. One course. *Stoff*

**MED 152. Intensive Care.** A four-week rotation that acquaints the student with the acute and intensive care required for patients who have undergone major and complex surgical procedures, suffered massive and severe trauma involving multiple organ systems, or experienced sudden complicating cardiorespiratory collapse or other life threatening medical crises. Emphasis is placed on ventilatory assistance, cardiopulmonary resuscitation, fluid and electrolyte replacement, and acid-base balance under resident physician supervision. One-half course. *Staff*

**MED 153. Cardiology.** A four or eight week rotation during which the indication, limitations, and methods of performing necessary diagnostic proce-

dures for the evaluation of disorders of the cardiovascular systems are studied. Students conduct initial patient evaluations including the history and physical examination and perform relevant diagnostic and therapeutic studies including familiarity with electrocardiographic and phonocardioscan studies. One-half or one course. *Cardiology Staff*

**MED 154. Cardiovascular Laboratory.** During this four or eight week rotation the student studies the physiology and pathophysiology of common acquired and congenital heart diseases. Patients' histories, physical examinations, and laboratory findings are correlated with the hemodynamic and angiographic findings obtained during cardiac catheterization. The student learns the indications, usefulness, and possible complications of different cardiac catheterization and other diagnostic procedures and develops skill to assist the physician in performing them. In addition one learns the general setup of a cardiac catheterization laboratory and to develop skills to operate various X-ray and electronic equipment used in cardiac catheterization. One-half or one course. *Cardiology Staff*

**MED 155. Endocrinology.** A four or eight week rotation designed to acquaint the student with endocrinological diseases with an emphasis placed on obtaining the defined endocrine data base and appropriate treatment of the disease. Students attend all daily rounds and conferences while on the service. They are taught the indications, limitations, and methods of performing diagnostic procedures including: glucose, tolbutamide, and arginine tolerance tests; thyroid function tests; and urinary steroid determinations. Students educate patients with endocrine diseases about their disease processes, diagnostic evaluations, and therapies. One-half or one course. *Endocrinology Staff*

**MED 156. Gastroenterology.** During this four or eight week rotation students study the diagnosis, pathophysiology, and essentials of therapy of various gastroenterologic problems. He learns to perform and interpret the following diagnostic procedures; nasogastric intubations and gastric analyses (both with and without fluoroscopy), secretin tests, rectal and small bowel biopsies, proctoscopies, sigmoidoscopies, and gastroscopies. He also learns to care for endoscopic and biopsy instruments and biopsy specimens. One-half or one course. *Gastroenterology Staff*

**MED 157. Hematology-Oncology.** During this four or eight week rotation the student learns to recognize physical abnormalities, especially those relevant to hematologic and oncologic problems, and to measure and record these on grid sheets; the classical symptomatic expression for some of the most frequent neoplastic disorders; and to recognize and diagnose the most frequent, common anemias. In addition he learns to perform a peripheral blood differential of the white cells; the principles of blood transfusions and steps in the management of untoward reactions to blood; and to assist at procedures such as thoracentesis, paracentesis, bone marrow aspiration, bone marrow biopsy, and spinal lumbar puncture. The proper way to approach patients with serious and life-threatening illness so that history taking and discussion can be meaningful, but not threatening to either the patient or the student is explained. One-half or one course. *Hematology Staff*

**MED 158. Hyperbaric Medicine.** A four or eight week rotation providing an understanding of the importance and relationship of detailed patient work-ups specifically related to patients requiring the services of the hyperbaric chamber. The indications, limitations, and scope of hyperbaric services; an

understanding of the proper use of the hyperbaric chamber; and the progress of patients under and/or following hyperbaric therapy, including pre- and post-treatment rounds, are covered in this course. One-half or one course. *Pulmonary Staff*

**MED 159. Allergy and Respiratory Disease.** A four or eight week rotation that provides an in-depth exposure to patients with respiratory and allergic conditions. The problems encountered by patients who have respiratory ailments are studied in detail as are the associated special history and physical examination techniques and diagnostic and therapeutic procedures (including allergy skin testing, eosinophilic nasal smear counts, sputum evaluation, chest X-ray, and ventilatory therapy). The student participates in daily rounds and teaching conferences on respiratory diseases and gains a knowledge of the therapeutic regimen, their indications, availability, reliability, and limitations in the treatment of respiratory and allergic diseases. One-half or one course. *Pulmonary Staff*

**MED 160. Nephrology.** During this four or eight week rotation, the student learns to gather and record information in a problem-oriented manner about patients with renal and hypertensive diseases. He becomes able to recognize the effects of disease, therapy, and education on the patient's course and plays a major role in patient education. The fundamentals of renal function, urinalysis, radiography of the chest, urinary system and bones, and the principle of dialysis are covered. One-half or one course. *Nephrology Staff*

**MED 161. Neurology.** A four or eight week rotation dealing with neurologic problems through the inpatient and outpatient care and evaluation of neurologic patients including specialized history and physical techniques used in diagnosing neurologic diseases. Performing diagnostic and therapeutic procedures including lumbar punctures, tolerance testings, intravenous infusion of medications, complete blood counts, spinal fluid analyses, and blood cultures are part of this course. Scheduling procedures carried out in radiology, nuclear medicine, and the electroencephalographic laboratory, and assisting in the expedition of patient studies are required during training. The student develops an understanding of neurologic procedures, including electroencephalography, brain scan studies, pneumoencephalography, and central nervous system radiologic dye studies. Discharge physical examinations and recording narrative summaries to ensure chart completion are carried out as directed. The student is required to attend all daily public and private teaching rounds and neurologic conferences. One course. *Neurology Staff*

**MED 162. Rheumatology.** This four or eight week rotation provides an in-depth exposure to rheumatologic disease. Students learn therapeutic techniques specifically related to rheumatology patients; learn to carry out detailed specialized patient evaluations; learn the handling and care of necessary specimens and equipment; and develop competence in performing diagnostic procedures required in the evaluation and treatment of rheumatologic patients. The scope of the course includes the therapeutic regimen and the indications, availability, reliability, and limitations in the treatment of rheumatologic disease. One-half or one course. *Rheumatic and Genetic Diseases Staff*

**MED 163. Dermatology.** During this four-week rotation, the student obtains histories and performs physical examinations on both inpatients and outpatients with special emphasis on problems concerning dermatologic diseases, as well as carrying out potassium hydroxide preparations, skin biop-

sies, and tissue scrapings on prescribed patients. The student becomes familiar with the diagnostic procedures and therapeutic regimen and their indications, availability, reliability, and limitations in the treatment of dermatologic diseases. One-half course. *Tindall and Dermatology Staff*

**MED 164. Infectious Disease.** A four-week rotation surveying the findings and effects of numerous pathogenic bacteria and fungi as they relate to infectious disease processes. The student learns to plant bacterial cultures; to perform gram-staining techniques; to read culture plates; to set up simple diagnostic procedures; to interpret antibiotic susceptibility tests; and to correlate laboratory findings with the clinical manifestations of infectious diseases. One-half course. *Osterhout and Staff*

**MED 165. Clinical Infectious Disease.** During this four week rotation, the student learns to approach patients presenting with infectious diseases; to gather a data base from them; and to understand the manifestations of the illnesses and the rationale for therapy. One-half course. *Staff*

**MED 199. Internal Medicine.** This forty-eight week experience in multiple aspects of internal medicine is substituted for the usual curriculum. The objectives are the same as for the course in inpatient medicine, outpatient medicine, and intensive care. Six courses. *Staff*

**OBG 150. Obstetrics/Gynecology.** An eight-week clinical experience studying a broad spectrum of obstetrical and gynecological problems. While on the obstetric service, the management of pregnancy, labor, and delivery including antenatal, natal, and postnatal complications is taught. The student is responsible for taking obstetrical histories, performing obstetrical physical examinations, and following patients through labor, delivery, and the early postpartum period. While on the gynecologic service the student is exposed to methods and programs relating to cancer detection, venereal diseases, and birth control. Learning to take gynecologically oriented patient histories and perform complete and accurate gynecologic examinations is required. Attendance at all obstetrical and gynecological teaching rounds, conferences, and seminars is also required. One course. *Staff*

**OBG 151. Office Gynecology.** A four-week clinical experience reviewing a spectrum of gynecologic processes. The student is exposed to programs relating to cancer detection, venereal disease, and birth control. Learning to take gynecologically oriented patient histories and perform accurate gynecologic examinations is required. While on the rotation the student is familiarized with the principles of office gynecology and participates in daily rounds, teaching conferences, and seminars. One-half course. *Staff*

**OPH 150. Ophthalmology.** This is an eight-week rotation reviewing the major ophthalmologic diseases. Through lectures, teaching rounds, and learning special history and physical examination techniques, the student develops an expertise in determining visual fields, visual acuity, and oculotonometry. The principles of refraction and the many medical and surgical therapeutic regimens available for treating ophthalmologic disorders are included. The student is also required to participate in the routine care of ophthalmologic inpatients and outpatients. One course. *Staff*

**PED 150. General Pediatrics.** The major objective of this four or eight week course is to provide the student an overview of pediatric practice with emphasis on the well child and his health supervision. The student is exposed to childhood illnesses and normal variations of growth and development.

Besides learning to take third party histories and perform pediatric physical examinations, the student observes and participates in the activities of the intensive care nursery, and learns specific techniques used in the care of the immature and newborn. One-half or one course. *Pounds and Staff*

**PED 151. Pediatrics Outpatient.** During this four or eight week rotation the student gains an appreciation of the preventive medicine basis of all of pediatrics. He learns to assess children with minor illnesses, order appropriate studies, instruct the mother in reasonable home care, and to call to the physician's attention complications of minor illnesses. He gains an overall appreciation of the subspecialties of pediatrics; gains experience in proper record keeping on outpatients, and of the importance of updating all problems on each visit; he is able to recognize the acutely ill child who requires the immediate attention of the physician. One-half or one course. *Pounds and Staff*

**PED 152. Intensive Care.** A four-week rotation that acquaints the student with the acute and intensive care required for patients who have undergone major and complex surgical procedures, suffered massive and severe trauma involving multiple organ systems or experienced sudden complicating cardiorespiratory collapse or other life threatening medical crises. Emphasis is placed on ventilatory assistance, cardiopulmonary resuscitation, fluid and electrolyte replacement, and acid-base balance under resident physician supervision. One-half course. *Staff*

**PED 153. Pediatric Chest and Allergy.** During this four or eight week rotation the student is taught to obtain a complete history and physical examination with emphasis on the allergy data base and the structure of the family. He gains an understanding of the impact of chronic illness on the child and his family. He gains an understanding of home care programs and is able to alter them to fit a family's ability and resources. He is able to carry out appropriate diagnostic procedures and assess the results for children with pulmonary disease. One-half or one course. *Staff*

**PED 154. Full Term Nursery.** During this four or eight week rotation the student learns to collect the maternal history accurately and completely as it pertains to the product of current pregnancy; to recognize those maternal conditions imposing risks on the full term infant; to collect samples for newborn screening laboratory exams; to examine a full term infant and distinguish those who are abnormal from those who are normal; and to give cogent instructions to mothers regarding home care of the infant. One-half or one course. *Staff*

**PED 155. Clinical Research Unit.** A four or eight week rotation covering diversified pediatric inpatient problems. The student develops proficiency in a variety of clinical procedures used in evaluating complex pediatric conditions. Attendance at all daily teaching rounds is required as well as carrying out diagnostic studies as instructed by the attending physician including: routine laboratory analyses, tolerance testing (intravenous glucose, insulin, and tolbutamide studies), intravenous catheterizations, venous cutdowns, nasogastric intubations, and gastric analyses. The student is responsible for eliciting, recording, and reporting clinical and laboratory data and expanding the ability to correlate clinical signs and symptoms with laboratory data. One-half or one course. *Sidbury and Clinical Research Unit Investigators*

**SUR 150. General Surgery.** An eight-week rotation that exposes the student to a great variety of clinical problems, crossing, at times, many so-called specialty lines. Emphasis on the gastrointestinal tract, general trauma, endo-



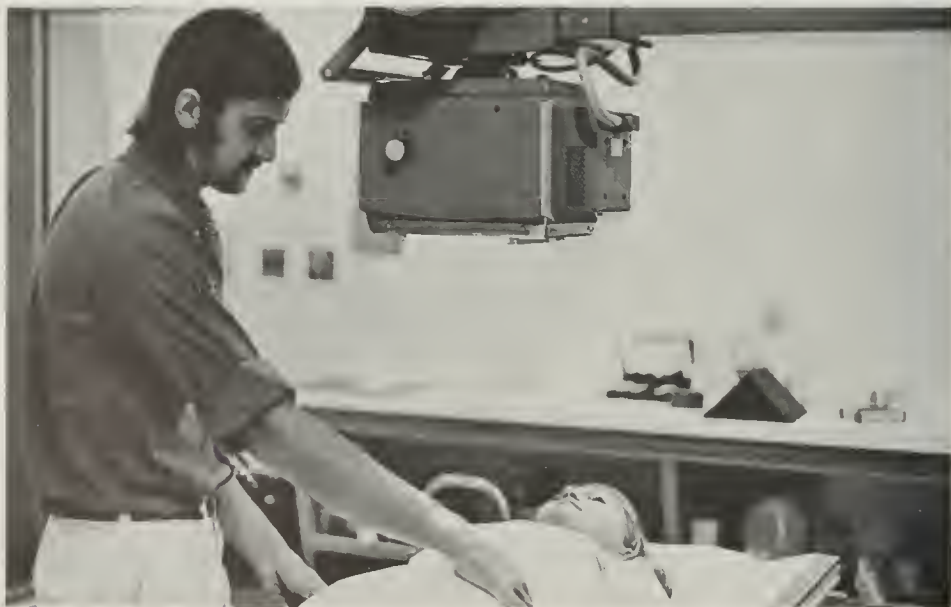
crine tumors, peripheral vascular reconstructions, congenital and pediatric surgical problems are inherent in this rotation. Basic surgical principles, as well as insights into many of the surgical specialties, can be learned on this service. Preoperative diagnostic principles and postoperative management rationale are emphasized. An attractive feature of the rotation is the great diversity of surgical problems encountered. Each student is provided an opportunity to gain facility in patient care through management of patients with par-

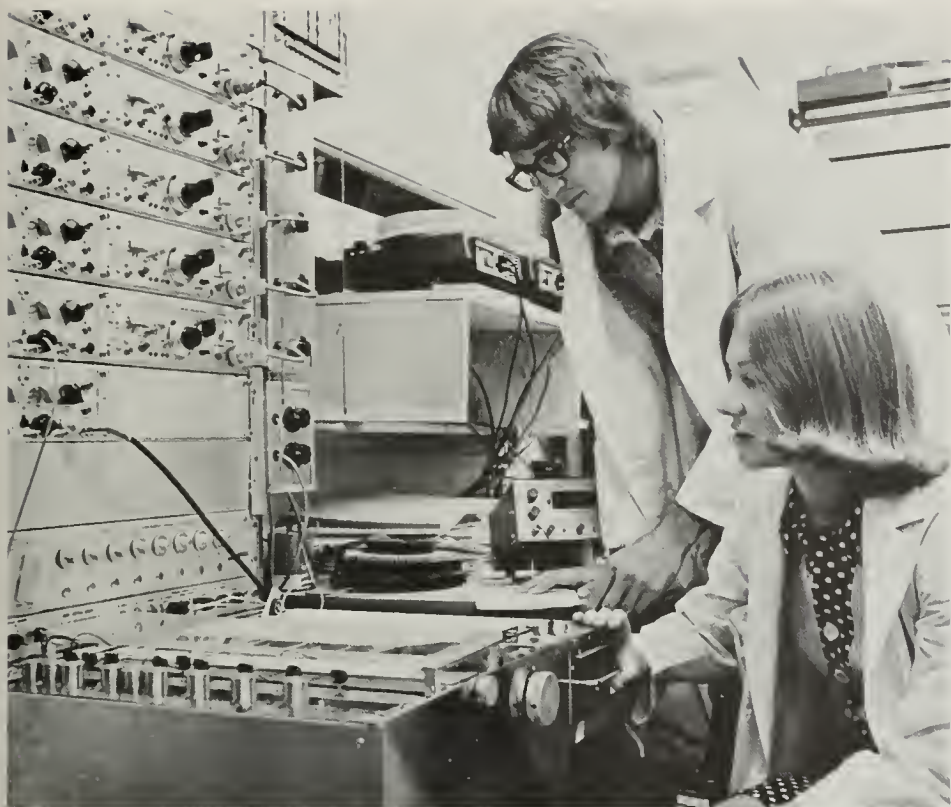
ticular problems. The student is encouraged to use his previous training and knowledge of disease to grasp how clinical diagnostic and care problems are managed, both in the operating room and on the ward. One course. *Staff*

**SUR 151. Surgical Outpatient/Emergency.** During this rotation the student is provided contact with a large number of ambulatory patients in order to provide experience and familiarity with the screening procedures and methods used to diagnose and treat ambulatory outpatients. He gains additional experience in history taking and physical examinations in an abbreviated manner, consistent with intensive care visits; evaluates the return patient and observes his clinical course over a period of time and gains confidence and facility in the necessary laboratory and diagnostic procedures required to manage patients in this setting. A familiarity with problems in the administration of the small surgical unit and in treating indigent patients is developed. Two courses. *General and Thoracic Surgery Staff*

**SUR 152. Intensive Care.** During this experience the student learns to recognize patients requiring intensive medical care; operates and maintains life-monitoring equipment, understands and evaluates fluid electrolyte replacement and acid base balance; and gains experience in cardiopulmonary resuscitation and ventilatory assistance. This experience may be gained on the respiratory care unit, medical care unit, intensive care nursery, surgical acute care unit, and pulmonary function-inhalation therapy. One-half course. *Staff*

**SUR 153. Cardiothoracic Surgery.** During this rotation, the student learns to perform a detailed history and physical examination with special emphasis on the cardiothoracic system. Through previous classroom and laboratory experience, the student should be able to gather and interpret standard laboratory data such as chest X-ray, WBC, and screening chemical profile. With special help from the resident and senior staff and through reading on his own, the student should be able to interpret special diagnostic procedures such as angiograms, pulmonary function studies, etc. In the operating room, the student will assist and follow the conduct of various open-heart and other major thoracic





procedures. The resident, senior staff, and student will participate in the management of sophisticated procedures such as various arrhythmias, shock, fluid and electrolyte imbalance, as well as the more common procedures such as the insertion of chest tubes and intrapleural drainage procedures. One course. *Cardiothoracic Staff*

**SUR 154. Cardio Pulmonary By-Pass.** This course is offered to only those students who plan to be employed by a cardiothoracic surgeon. The objective of this course is to observe and assist in the operation of the cardiopulmonary by-pass machine. This course is not intended to make a student a by-pass technician, but rather to familiarize the student with the complexity of its operation and management. One-half course. *Cardiothoracic Division and By-Pass Staff*

**SUR 155. Surgical Acute Care Unit.** During this rotation, the student is acquainted with the post-operative care of patients who have undergone surgical procedures or suffered massive and severe trauma involving multiple organ systems. Special emphasis is centered on ventilatory assistance problems, open heart cases, neurosurgical problems, and massive trauma cases. Those patients developing intra-operative complications requiring more than the usual short term recovery care level are also cared for on the ACU. The variety of the patients and the diversity of the problems that exist on the unit gives the student a wide range of insight into surgical post-operative management. The student should strive for an understanding of the pathophysiology, physiology, and the management of surgical post-operative patients in this setting. One course. *Cardiothoracic Division Staff*

**SUR 156. Otolaryngology.** An eight-week clinical experience studying common otolaryngologic diseases. The student develops an understanding of emergency problems and how to initiate the first steps in the management of such problems. Evaluation of the otorhinolaryngologic patient by appropriate history and physical examination, following the course of disease processes and evaluating the response to treatment by the physician are required. Learning and performing tracheostomy care, assisting with the management of the pre- and post-operative patients, assisting in the operating room, and learning to perform specialized audiometric tests are also required. One-half course. *Otolaryngology Division and Staff*

**SUR 157. Plastic Surgery.** An eight-week experience studying maxillofacial cancer patients and patients with facial anomalies. There is extensive exposure to patients with burns of electrical, chemical, and thermal origin. The course objectives include an understanding of the pre-operative and post-operative care of plastic surgery patients, recording the pre-operative history and physical examination, performing indicated laboratory tests, and scheduling associated studies. Monitoring the post-operative development and assisting in the care of the post-operative patient in the plastic surgery dressing room is required. The student develops a working understanding of fluid and electrolyte balance and administers intravenous therapy. One course. *Plastic Surgery Division and Staff*

**SUR 158. Plastic Surgery Dressing Room.** A four-week experience with extensive exposure to the spectrum of congenital disease, cancer, and trauma treated by the plastic surgery service. The student actively participates in the preparation, debridement, and dressing of wounds; planning and following the patient's post-operative course; and recording the physical findings, progress, and prognosis in the patient's chart. All teaching rounds and conferences are required while on the service. One-half course. *Division of Plastic Surgery*

**SUR 159. Surgical Anatomy.** During this rotation the student is provided the opportunity to familiarize himself and to review the anatomy that will be most helpful during his clinical orthopaedic rotations. He works at his own pace on an orthopaedic problem under the direction of the physician in charge utilizing the teaching aids in the Department of Anatomy and also the medical library when appropriate. One-half course.

**SUR 160. Urology.** An eight-week rotation that studies urologic disease processes. Performing history and physical examinations on clinic and hospitalized patients is included. Participation in all clinical rounds and teaching conferences is required to develop an understanding of the therapeutic regimen, their indications, availability, reliability, and limitations in the treatment of urologic disorders. The student develops an understanding of urologic disorders and the indications for catheterization, cystoscopy, renal function studies, intravenous pyelograms, and urine chemical evaluations. Participation in the pre- and post-operative care of the urologic patient, performing discharge physical examinations, and writing narrative summaries for assigned patients is part of the course. One course. *Division of Urology*

**SUR 161. Neurosurgery.** During this eight-week rotation the student is provided with a working understanding of the problems unique in the diagnosis, treatment, and management of the neurosurgical patient. The student may gain experience in the operating room by assisting with the patient, with instrumentation, and with the operative procedure. He gains a working knowledge of



diagnostic techniques such as carotid arteriograms, electroencephalograms, ventriculograms, spinal taps, etc. Opportunities for helping in the management of neurosurgical cases, especially in the Acute Care Unit and on the Neurosurgical Special Care Unit, with special attention to respiratory care of the neurosurgery patient are provided. Observation of Neurosurgery Clinic functions provides exposure to the procedures necessary for assessment of new patients and follow-up patients. Experience and knowledge in emergency room techniques and management of acute neurosurgical injuries (GSW, blunt head trauma, acute quadriplegia, hemiplegia, etc.) is included. One course. Division of Neurosurgery

**SUR 163. Orthopaedic Surgery.** An eight-week rotation surveying the knowledge necessary for understanding the many problems of the orthopaedic patient. This experience includes learning the complete history and physical examination of the orthopaedic patient; emergency care of those with acute trauma; pre- and post-operative care of the surgical patient; ability to apply different types of traction; ability to understand the mechanism for applying types of traction; ability to apply splints and casts; fabrication of upper extremity splints; and acquiring a background of good sterile and operating room technique. One course. Orthopaedic Division

## Health Administration

**HA 301. The Health System and Its Environment.** An introduction to the organization and management of health services from a systems perspective. Emphasis is on the evolution of the present system and on the interplay of forces within the system and between the system and its environment. 3 units.

**HA 312. Comparative Health Systems.** A comparative examination of the structure and performance of the health systems of the United States and other countries, particularly Canada and Great Britain. Topics include current financing, capitalization, utilization, control, and the relative roles of the governmental and private sectors. 3 units.

**HA 322. Public Policy and Health Care.** A study of the development and present status of selected public policy issues within their social, economic, and political contexts. Alternative courses of possible public action are reviewed and their probable outcomes are assessed. 3 units.

**HA 324. Institutional Health Services.** A broad examination of the provision of health services in institutional settings. The principal focus is on the general hospital, but attention is also given to the mental hospital and other long-term care institutions. Specific study is made of the administrative and informational organization; the structure and function of each department; relationships between administration and the governing board, the medical staff, and the community; operational and capital financing; the planning function; and the evaluation of performance. 6 units.

**HA 329-339-349. The Practicum.** The practicum is designed to provide the student an opportunity to experience and develop perspective on the interplay of various forces and problems within the field of health services delivery. Each student rotates through six different settings that are selected as focal points for significant combinations of people, problems, and resources. Within each setting the student, under faculty supervision, is responsible for the con-





duct of certain administrative functions in order to increase his ability to solve real problems and improve personal judgment. 2 units each in the summer, fall, and spring semesters.

**HA 335. Ambulatory Health Services.** This course covers the noninstitutional components of the organization and provision of personal health services. The principal emphasis is on medical group management, including forms or organization, financing of services, physician-patient relationships, medical records, and peer review. Other topics examined include dental care, home care, half-way houses, multiphasic screening, and community health and mental health centers. 3 units.

**HA 346. Community Health Services.** The focus of this course is the organization and management of health services directed toward general populations rather than individuals. Coverage includes aspects of environmental and occupational hygiene, nutrition and housing, planning community health services, preventive health education programs, and other public health activities. Included are the problems associated with health status measurement and assessment. 3 units.

**HA 348. Legal and Regulatory Constraints on Health Services.** This course treats the legal relationships between elements of the health system and the larger society of which it is a part. Attention is devoted to the certification, operation and performance of health manpower, organizations and services, and the difficulties in establishing effective restraints to minimize undesired results. The approach to the course includes the study of selected legislation, court cases, and research findings that assist in understanding formal constraints that affect the operation of the health system. 3 units.

**HA 350. The Administrative Residency.** The administrative residency is individually designed and provides a significant set of participatory experiences in various components of the health system. The two purposes of the residency are to broaden the student's knowledge of the actual operation of the system and to improve further the student's ability to utilize in real settings the skills developed during the academic phase of training. During the residency, the student is placed in three general areas: a broad systems exposure; an organization of secondary interest; and an organization of primary interest. The systems exposure includes a field experience with the Hospital Section of the Duke Endowment and other broadly oriented agencies in the health field. Examples of interest areas that may be selected include: general and special hospitals, nursing homes, clinics, health maintenance organizations, mental health organizations, health departments, prepayment plans, and planning agencies. During this period the student is provided with a stipend. Credit by arrangement.

**HA 360. Seminar in Health Administration.** A series of seminars held at the end of each quarter during the administrative residency. The seminars are designed to complement the experience obtained during the residency and to add depth to the material covered during the academic phase of the program. Credit by arrangement.

**MS 300. Managerial Economics.** Development of the fundamental theory of economic enterprise and use of that foundation in the analysis of economic operations. Theories of production, demand, and market behavior are developed to examine transformation and transaction operations of the firm. Emphasis is on optimum solutions to problems of internal efficiency and on the design of cooperative and competitive strategies for the economic enterprise. 4 units.

**MS 302. Planning and Internal Organization.** Short-run planning with emphasis on linear economic models and long-run planning with emphasis on capital budgeting models. Design of internal structure and management information systems for planning, implementation, and control. 4 units.

**MS 310. Mathematics for Management.** Mathematics for optimization with and without constraints in linear and nonlinear systems. Topics include partial derivatives, LaGrange multipliers, Kuhn-Tucker conditions, matrix algebra, and linear programming. 4 units.

**MS 311. Probability and Statistics.** Foundations of probability theory and statistical decision theory. Topics include: events, random variables, distributions, expectation, independence, functions of random variables, Central Limit Theorem, Bayes Law, elementary utility theory, sequential decision problems, use of experiments in decision problems, and an introduction to classical statistical inference. 4 units.

**MS 312. Operations Research.** The development of quantitative models for analysis of management decision problems. Topics include post-optimality analysis of linear programming, network analysis, game theory, dynamic optimi-

zation models, and queuing theory. Several of these techniques are applied to the analysis of inventory problems. 4 units.

**MS 320. Organization Analysis and Operations Design.** Analysis of organizations, emphasizing functional operations and design of the organization structure. Topics include determination of organization structure, the mechanisms of coordination, the requirements of information, the design and use of decision rules, the choice of a partitioning scheme for the organization, the mechanisms of control, and the interaction among them. 4 units.

**MS 330. Accounting and Control Systems.** Use of accounting data for planning, evaluating and controlling activities of the enterprise. Special consideration is devoted to the requirements for data in the models and methods useful in modern forecasting, planning, and control. 4 units.

## Physical Therapy

**ANA 300. Gross Anatomy.** Gross anatomy for physical therapy students. Credit to be arranged; maximum—8 units. *Blake and Staff*

**PHS 200. Physiology of Man.** An introduction to the basic concepts of physiology with particular reference to man. Three lectures, one laboratory, and two conferences per week. 6 units. *Graduate Staff*

**PT 217. Physical Therapy Dynamics I.** Orientation to patient care; principles of biomechanics; developmental patterns of movement and posture; theory and practice of selected therapeutic methods. 3 to 4 units. *Branch, Mathews, Villanueva, and Staff*

**PT 218. Physical Therapy Dynamics II.** Regional approach to functional anatomy; principles and practice of physical therapy; biophysical and physiological considerations for utilization of selected therapeutic agents (mechanical, thermal, chemical, and electrical), with emphasis on methods of neuromuscular re-education. 5 units. *Villanueva and Staff*





**PT 220. Physical Therapy Dynamics III.** Principles and practice of physical therapy; principles of prevention of deformity and disability; methods of facilitation of functional capacity; use of orthotic and prosthetic devices; synthesis of theory and practice in planning effective treatment programs. 2 to 4 units. *Villanueva and Staff*

**PT 230. Physical Evaluation and Instrumentation.** Principles and techniques of objective assessment and analysis of functional status as performed by the physical therapist, including manual muscle tests, goniometry, electrical diagnostic testing, posture analysis, body measurements, evaluation of respiratory and sensory function, checkouts for prosthetic devices, disability evaluation, provocation testing, and orientation to electromyography and dynamometry. 3 units. *Staff*

**PT 236. Medical Sciences.** Lectures by clinicians with patient demonstrations and correlation of treatment methods; medical and surgical, neurological, orthopaedic, and emotional conditions affecting human dysfunction; emphasis on psychodynamic principles of patient-therapist relationships. 4 units. *Staff and Special Lecturers*

**PT 238. Introduction to Health Service Systems.** Political, economic, and sociocultural aspects of the organization of health care systems; structural components and interrelationships; criteria for assessing and analyzing health care systems. 2 to 3 units. *Mathews*

**PT 242. Directed Clinical Experience in Physical Therapy I.** Students are assigned to hospitals, rehabilitation centers, schools for crippled children, extended care facilities, and public health units for short-term supervised learning experiences. 1 to 2 units. *Staff*

**PT 243. Directed Clinical Experience in Physical Therapy II.** Students are assigned to full-time learning experiences under direction. 2 to 4 units. *Staff*

**PT 301. Introduction to Scientific Inquiry.** Theory and use of analytical methods of problem-solving; elements of scientific writing; preparation of a research protocol and a major paper. 3 units. *Mathews*

**PT 332. Administration of Physical Therapy Services.** Principles of administration, leadership styles, and management roles; concepts of systems theory and analysis; planning, organizing, delivering, and evaluating physical therapy systems and subsystems. 3 units. *Mathews*

# Map of the Medical Center



1. Gerontology
2. M. & I. No. 3
3. Clinical Research No. 1
4. Main Entrance Hospital
5. Clinical Research No. 2
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8. Duke Hospital
9. Bell Bldg.
10. Hanes Annex
11. Hanes House
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26. 2013
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34. 2212 Erwin Road
44. Maint. Whse. & Garage
48. Medical Research Laboratories (Old Laundry)







# **Bulletin of Duke University 1973-1974**

**Directory of  
Officers, Faculty,  
and Staff**



# **Bulletin of Duke University**

**Directory of  
Officers, Faculty,  
and Staff**

**1973-74**

**Durham, North Carolina 1973**

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\*Deceased December 9, 1972.

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Irving E. Alexander (1963), Ph.D. (Princeton)  
*Professor of Psychology and Professor of Medical Psychology in the Department of Psychiatry* 1111 Watts Street

Benjamin Louis Allen, Jr. (1970), M.D. (Duke)  
*Assistant Professor of Orthopaedic Surgery* 3100 Doubleday Place

Dianne Alstad (1971), Ph.D. (Yale)  
*Assistant Professor of Romance Languages* 113 Pine Street  
 Carrboro, N. C.

Arthur Tilo Alt (1961-65; 1967), Ph.D. (Texas)  
*Assistant Professor of German* 3326 Swansea Street

Judith S. Altholz (1972), M.A. (Chicago)  
*Associate in Psychiatric Social Work* 413 Hillsborough Street  
 Chapel Hill, N. C.

Dennis Bernard Amos (1962), M.D. (London)  
*James B. Duke Professor of Immunology and Experimental Surgery* Route 3  
 Hillsborough, N. C.

Carl L. Anderson (1955), Ph.D. (Pennsylvania)  
*Professor of English* Route 2, Cabe Ford Road

Edward E. Anderson (1966), M.D. (Duke)  
*Professor of Urology* 1 Winthrop Court

Lewis Edward Anderson (1936), Ph.D. (Pennsylvania)  
*Professor of Botany* 2736 Montgomery Street

Nels Anderson (1966), Ph.D. (Purdue)  
*Assistant Professor of Obstetrics and Gynecology and Assistant Professor of Physiology and Pharmacology* Route 1  
 Hillsborough, N. C.

Robert William Anderson (1972), M.D. (Northwestern)  
*Assistant Professor of Surgery and Associate in Physiology* 616 Dupont Drive

Roger F. Anderson (1950), Ph.D. (Minnesota)  
*Professor of Forest Entomology* 2528 Perkins Road

Stanley T. Anderson (1972), M.B. (Sydney Univ.)  
*Visiting Associate Professor of Cardiology, Department of Medicine* Apartment H-34-L  
 2416 Garrett Road

William B. Anderson (1965), M.D. (Minnesota)  
*Assistant Professor of Psychiatry* 2713 Sevier Street

William Banks Anderson, Jr. (1962), M.D. (Harvard)  
*Associate Professor of Ophthalmology* 2401 Cranford Road

William G. Anlyan (1952), M.D. (Yale)  
*Professor of Surgery* 1516 Pinecrest Road

Janis Antonovics (1970), Ph.D. (Univ. Coll. of North Wales)  
*Associate Professor of Botany* 1026 West Trinity Avenue

Stanley H. Appel (1964-65; 1967), M.D. (Columbia)  
*Professor of Medicine (Neurology) and Associate Professor of Biochemistry* 2513 Wrightwood Avenue

James Applewhite (1971), Ph.D. (Duke)  
*Assistant Professor of English* 606 Candlewood Place

Mahadev L. Apte (1965), Ph.D. (Wisconsin)  
*Associate Professor of Linguistics in Department of Slavic Languages and Literatures and Associate Professor of Anthropology* 1017 Norwood Avenue

Richard E. Aquila (1968), Ph.D. (Northwestern)  
*Assistant Professor of Philosophy* Apartment 1-C  
 1600 Anderson Street

Jay Morris Arena (1933), M.D. (Duke)  
*Professor of Pediatrics* 1403 Woodburn Road

Kiro Pete Arges (1953), M.S. (Tennessee)  
*Assistant Professor of Civil Engineering* 802 West Maynard Avenue

John Leslie Artley (1955), D.Eng. (Johns Hopkins)  
*Professor of Electrical Engineering* 2714 Wrightwood Avenue

Patricia R. Ashton (1972), A.B. (Goucher College)	
<i>Associate in Pathology</i>	15 Ashley Road
Ruth S. Askins (1972), M.S.N. (North Carolina)	1906 West B Street
<i>Instructor in Nursing</i>	Butner, N. C.
Louis E. Auld (1970), Ph.D. (Bryn Mawr)	
<i>Assistant Professor of Romance Languages</i>	2311 Prince Street
Joseph H. Austin, Jr. (1971), B.S. (St. Louis)	1207 Airport Road
<i>Instructor in Computer Science</i>	Chapel Hill, N. C.
Ruttger Averdunk (1972), M.D. (Berlin)	Apartment 8-C
<i>Visiting Associate Professor of Physiology</i>	1611 Duke University Road
Robert J. Bache (1971), M.D. (Harvard)	
<i>Assistant Professor of Medicine</i>	3608 Suffolk Street
Kurt W. Back (1959), Ph.D. (Massachusetts Instit. of Tech.)	
<i>Professor of Sociology and Professor of Medical</i>	
<i>Sociology in Department of Psychiatry</i>	2735 McDowell Street
Rodger W. Baier (1972), Ph.D. (Washington)	1104 Live Oak Street
<i>Assistant Professor of Chemistry</i>	Beaufort, N. C.
Joseph Randle Bailey (1946), Ph.D. (Michigan)	
<i>Professor of Zoology</i>	2517 Sevier Street
Lloyd R. Bailey (1971), Ph.D. (Hebrew Union Coll.)	
<i>Associate Professor of Old Testament</i>	4122 Deepwood Circle
<sup>2</sup> Frank D. Baker (1960), Ph.D. (Nottingham)	
<i>Professor of English Church History</i>	1505 Pinecrest Road
<sup>3</sup> Lenox Dial Baker (1937), M.D. (Duke)	
<i>Professor of Orthopaedic Surgery</i>	3106 Cornwallis Road
Marie Baldwin (1949), M.D. (South Carolina)	Highland Hospital
<i>Assistant Professor of Psychiatry</i>	Asheville, N. C.
Steven W. Baldwin (1970), Ph.D. (California Technical Institute)	
<i>Assistant Professor of Chemistry</i>	3917 Inwood Drive
Helmy H. Baligh (1967), Ph.D. (California)	1909 Rolling Road
<i>Professor of Management Sciences</i>	Chapel Hill, N. C.
M. Margaret Ball (1963), Ph.D. (Stanford)	
<i>Professor of Political Science</i>	2305 Elmwood Avenue
Robert H. Ballantyne (1962), Ed.D. (Washington State)	
<i>Associate Professor of Education</i>	2510 Wrightwood Avenue
Robert Louis Balster (1972), Ph.D. (Houston)	
<i>Associate in Medical Psychology in the Department of</i>	
<i>Psychiatry</i>	709 Crosby Road
Bruce R. Banks (1970), M.S. (George Washington)	
<i>Visiting Associate Professor of Naval Science</i>	3421 Cromwell Road
James David Barber (1972), Ph.D. (Yale)	Apartment E
<i>Professor of Political Science</i>	3032 Colony Road
Richard T. Barber (1970), Ph.D. (Stanford)	307 Ann Street
<i>Associate Professor of Zoology and Botany</i>	Beaufort, N. C.
Sarah Kathryn Barclay (1965), M.S.S. (Tulane)	Apartment 18-D
<i>Assistant Professor of Psychiatric Social Work</i>	2820 Chapel Hill Road
<sup>4</sup> Earl Francis Baril (1969), Ph.D. (Connecticut)	
<i>Assistant Professor of Clinical Pharmacology</i>	2519 Pickett Road
Norman Howard Barlow (1955), Ph.D. (Duke)	
<i>Assistant Professor of Romance Languages</i>	3852 Somerset Drive
Robert L. Barnes (1965), Ph.D. (Duke)	
<i>Professor of Forest Biochemistry</i>	5303 Revere Road
Roger Coke Barr (1969), Ph.D. (Duke)	
<i>Associate Professor of Biomedical Engineering and</i>	
<i>Assistant Professor of Pediatrics</i>	121 Whitfield Road
William F. Barry, Jr. (1955), M.D. (Pennsylvania)	
<i>Professor of Radiology and Assistant Professor of Medicine</i>	2713 McDowell Road
Alan Gilbert Bartel (1972), M.D. (Florida)	
<i>Associate in Medicine</i>	602 Seven Oaks Road

<sup>2</sup>Sabbatical leave, spring 1972-73.

<sup>3</sup>Retired 8-31-72.

<sup>4</sup>Through 5-31-72.

- <sup>5</sup>Reiner Alfred Bass (1971), Ph.D. (Univ. of Stuttgart, Germany)  
*Visiting Professor of Physics* 2202 Pike Street
- Frank Houston Bassett, III (1963), M.D. (Louisville)  
*Associate Professor of Orthopaedic Surgery and*  
*Assistant Professor of Anatomy* 3940 Dover Road
- Joseph Battle (1970), Ph.D. (Michigan)  
*Associate Professor of Business Administration* 1636 Marion Avenue
- Russell Victor Baudinette (1972), Ph.D. (California at Irvine)  
*Temporary Instructor in Zoology* 2727-A Sparger Road
- George J. Baylin (1939), M.D. (Duke)  
*Professor of Radiology and Associate in Anatomy* 2535 Wrightwood Avenue
- William Waldo Beach (1946), B.D., Ph.D. (Yale)  
*Professor of Christian Ethics* 130 Pinecrest Road
- Dorothy Waters Beard (1938), R.N. (Vanderbilt)  
*Associate in Surgery* Route 3  
Hillsborough, N. C.
- <sup>6</sup>Richard C. Bechtel, Jr. (1971), M.D. (Duke)  
*Associate in Obstetrics and Gynecology* 801 Hudson Avenue
- Victor S. Behar (1968), M.D. (Duke)  
*Assistant Professor of Medicine* 1821 Woodburn Road
- Joseph C. Bell (1972), LL.B. (Yale)  
*Assistant Professor of Law* 3610 Dover Road
- Robert M. Bell (1972), Ph.D. (California at Berkeley)  
*Assistant Professor of Biochemistry* 4300 Rhew Drive
- Theodore M. Benditt (1970), Ph.D. (Pittsburgh)  
*Assistant Professor of Philosophy* 1006 Trinity Avenue
- Peter Brian Bennett (1972), Ph.D. (Southampton Univ.)  
*Professor of Anesthesiology and Biomedical*  
*Engineering* 4415 Malvern Road
- Robert E. Benway (1967), M.D. (Miami)  
*Assistant Professor of Anesthesiology* 2514 Tryon Road
- <sup>7</sup>Amor Benyoussef (1972), Ph.D. (Paris and Bordeaux, France)  
*Visiting Associate Professor of Sociology* 138 Pinecrest Road
- Jan Agar Bergeron (1969), V.M.D. (Pennsylvania)  
*Assistant Professor of Anatomy* 2816 Cornwallis Road
- Charles W. Bergquist (1972), Ph.D. (Stanford)  
*Assistant Professor of History* 804 Berkley
- Frederick Bernheim (1930), Ph.D. (Cantab.)  
*James B. Duke Professor of Pharmacology* 115 Woodridge Drive
- <sup>8</sup>Mary Liliás Christian Bernheim (1930), Ph.D. (Cantab.)  
*Professor of Biochemistry* 115 Woodridge Drive
- Marvin H. Bernstein (1971), Ph.D. (California at Los Angeles)  
*Temporary Assistant Professor of Zoology* 1103 Anderson Street
- Helga Wilde Bessent (1964), M.A. (Vanderbilt)  
*Assistant Professor of German* 2117 Englewood Avenue
- Helen Smith Bevington (1943), M.A. (Columbia)  
*Professor of English* 4428 Guess Road
- Lawrence C. Biedenharn, Jr. (1961), Ph.D. (Massachusetts Instit. of Tech.)  
*Professor of Physics* 2716 Sevier Street
- Darrell D. Bigner (1972), Ph.D. (Duke)  
*Assistant Professor of Pathology, Assistant*  
*Professor of Virology in the Department of*  
*Microbiology and Immunology, and Assistant Professor*  
*of Experimental Surgery* 4308 Samoa Court
- <sup>9</sup>William Dwight Billings (1952), Ph.D. (Duke)  
*James B. Duke Professor of Botany* 1628 Marion Avenue
- Edward G. Bilpuch (1962), Ph.D. (North Carolina)  
*Professor of Physics* 106 Cherokee Circle  
Chapel Hill, N. C.

<sup>5</sup>Through 9-30-72.

<sup>6</sup>Leave of absence 7-1-72 through 6-30-74.

<sup>7</sup>Through 5-31-72.

<sup>8</sup>Retired 8-31-72.

<sup>9</sup>Sabbatical leave, spring 1972-73.

Warren P. Bird (1968), M.S.L.S. (Columbia)	Apartment 10
<i>Assistant Professor of Medical Literature</i>	2007 House Avenue
John A. Bittikofer (1970), Ph.D. (Purdue)	Apartment 20-I
<i>Associate in Clinical Biochemistry</i>	311 South LaSalle Street
David E. Black (1969), Ph.D. (Massachusetts Instit. of Tech.)	Apartment G-4
<i>Assistant Professor of Economics</i>	1829 Front Street
Martin Lee Black, Jr. (1930), M.B.A. (Northwestern) C.P.A.	
<i>Professor of Accounting in the Department of</i>	
<i>Management Sciences</i>	Route 7, Box 220
William L. Black (1972), M.D. (North Carolina)	611 Brookview Road
<i>Assistant Professor of Medicine</i>	Chapel Hill, N. C.
Elizabeth C. Blackburn (1972), M.Ed. (Virginia Commonwealth Univ.)	
<i>Associate in Radiology</i>	3512 Courtland Drive
John O. Blackburn (1962), Ph.D. (Florida), C.P.A.	
<i>Professor of Economics</i>	208 Pineview Road
<sup>10</sup> Frances Blackwell (1969), M.N. (Florida)	
<i>Assistant Professor of Nursing</i>	26-F Duke Manor Apartments
Charles Albert Blake (1972), Ph.D. (California at Los Angeles)	
<i>Assistant Professor of Anatomy</i>	3101 Camelot Court
Robert Lincoln Blake (1949)	
<i>Associate in Medical Art in the Division of</i>	
<i>Audiovisual Education</i>	609 Ruby Street
<sup>11</sup> William F. Blankley (1972), Ph.D. (California at San Diego)	
<i>Assistant Professor of Botany</i>	
G. Douglas Blenkarn (1971), M.D. (Univ. of Toronto)	
<i>Associate Professor of Anesthesiology and Assistant</i>	
<i>Professor of Physiology and Pharmacology</i>	1516 Woodburn Road
Jacob Joseph Blum (1962), Ph.D. (Chicago)	
<i>Professor of Physiology</i>	2525 Perkins Road
Marjorie A. Boeck (1971), Ph.D. (Minnesota)	
<i>Assistant Professor of Community Health Sciences</i>	600-3 LaSalle Street
<sup>12</sup> John P. Boineau (1965), M.D. (Duke)	
<i>Associate Professor of Pediatrics and Associate Professor</i>	
<i>of Medicine</i>	2802 Legion Avenue
Dani P. Bolognesi (1971), Ph.D. (Duke)	
<i>Assistant Professor of Experimental Surgery and</i>	Apartment 11-B
<i>Assistant Professor of Virology</i>	600-3 LaSalle Street
Robert A. Bonar (1959), Ph.D. (California)	
<i>Associate Professor of Biophysics in</i>	Route 2, Box 407-A
<i>Department of Surgery</i>	Chapel Hill, N. C.
Joseph Bonaventura (1972), Ph.D. (Texas)	210 Orange
<i>Associate in Biochemistry</i>	Beaufort, N. C.
Allan Hadley Bone (1944), M.M. (Eastman)	
<i>Professor of Music</i>	2725 Sevier Street
James Bonk (1959), Ph.D. (Ohio State)	
<i>Associate Professor of Chemistry</i>	112 Pinecrest Road
Jack W. Bonner, III (1971), M.D. (Texas)	120 Kimberly Avenue
<i>Assistant Professor of Psychiatry</i>	Asheville, N. C.
Cazlyn Green Bookhout (1935), Ph.D. (Duke)	
<i>Professor of Zoology</i>	1307 Alabama Avenue
Elizabeth Circle Bookhout (1932-43; 1945), Ph.D. (New York)	
<i>Professor of Physical Education</i>	1307 Alabama Avenue
Frank L. Borchardt (1971), Ph.D. (Johns Hopkins)	Apartment 25-A
<i>Associate Professor of Germanic Languages</i>	2752 Middleton Street
Lloyd J. Borstelmann (1953), Ph.D. (California)	
<i>Professor of Psychology and Professor of Medical Psychology</i>	
<i>in the Department of Psychiatry</i>	2506 Francis Street
Edward Hecht Bossen (1972), M.D. (Duke)	Apartment G
<i>Assistant Professor of Pathology</i>	600-1 LaSalle Street

<sup>10</sup>Through 8-31-72.

<sup>11</sup>Leave of absence 1972-73.

<sup>12</sup>Through 6-30-72.

- Shirley Elaine Potts Bourbous (1970), M.S.N. (North Carolina) Apartment 17  
*Assistant Professor of Nursing* 2132 Bedford Street
- <sup>13</sup>Nancy Bowers (1965), Ph.D. (Columbia) 1408 Duke University Road  
*Assistant Professor of Sociology*
- <sup>14</sup>Ruth M. Bowers (1967), M.A. (Chicago) 5114 Shady Bluff Street  
*Associate Professor of Nursing*
- Elizabeth B. Bowling (1972), M.S.N. (Duke) 2409 Vesson Avenue  
*Instructor in Nursing*
- <sup>15</sup>Francis Ezra Bowman (1945), Ph.D. (Harvard) 2114 Woodrow Street  
*Professor of English*
- J. E. Boynton (1968), Ph.D. (California at Davis) 1808 Woodburn Road  
*Associate Professor of Botany*
- William Dalton Bradford (1966), M.D. (Western Reserve) 3724 Hope Valley Road  
*Associate Professor of Pathology and  
 Assistant Professor of Pediatrics*
- David Gilbert Bradley (1949), Ph.D. (Yale) 2507 Sevier Street  
*Professor of Religion*
- Charles Kilgo Bradsher (1939), Ph.D. (Harvard) 118 Pinecrest Road  
*James B. Duke Professor of Chemistry*
- <sup>16</sup>Ralph Braibanti (1953), Ph.D. (Syracuse) 3805 Darby Road  
*James B. Duke Professor of Political Science*
- Robert Griffin Brame (1970), M.D. (North Carolina) 2806 Dekalb Street  
*Associate Professor of Obstetrics and Gynecology*
- Eleanor F. Branch (1972), Ph.D. (Duke) Route 8, Box 117  
*Associate Professor of Physical Therapy*
- Joan B. Breedlove (1970), M.S.N. (Duke) Route 7, Box 169  
*Assistant Professor of Nursing*
- Patrick J. Breen (1967), F.F.A. (Royal College of Surgeons, Dublin) 1012 Norwood Avenue  
*Assistant Professor of Anesthesiology*
- Jack W. Brehm (1958), Ph.D. (Minnesota) 2709 McDowell Street  
*Professor of Psychology*
- Mary Lee Brehm (1969), Ph.D. (North Carolina) 1212 Roosevelt Drive  
*Assistant Professor of Medical Sociology in the  
 Department of Psychiatry and Assistant Professor  
 of Sociology* Chapel Hill, N. C.
- Marianne Breslin (1968), M.D. (Medical Academy, Dusseldorf, Germany) 1604 Michaux Rd., Chapel Hill, N. C.  
*Associate Professor of Psychiatry*
- Bernard Bressler (1954), M.D. (Washington) 2700 Circle Drive  
*Professor of Psychiatry*
- David A. Brewer (1969), M.D. (Oklahoma) 2811 Stuart Drive  
*Assistant Professor of Medicine*
- Gert Henry Brieger (1970), M.D. (California at Los Angeles); Ph.D. (Johns Hopkins) 2742 Circle Drive  
*Associate Professor of Community Health Sciences and  
 Associate Professor of the History of Medicine*
- William H. Briner (1970), B.S. (Temple) 3100 Ithica Street  
*Assistant Professor of Radiology*
- Mary S. Britt (1969), M.S. (Bowman Gray) 2 Maxwell Road  
*Associate in Pathology* Chapel Hill, N. C.
- Irwin A. Brody (1964), M.D. (Pennsylvania) Route 1  
*Associate Professor of Neurology in the  
 Department of Medicine* Hillsborough, N. C.
- <sup>17</sup>Martin Bronfenbrenner (1971), Ph.D. (Chicago) 2915 Friendship Road  
*William R. Kenan, Jr. Professor of Economics*
- <sup>18</sup>William E. Brower, Jr. (1972), Ph.D. (Massachusetts Instit. of Tech.) 7B Towne House Apartments  
*Visiting Assistant Professor of  
 Mechanical Engineering* Chapel Hill, N. C.

<sup>13</sup>Through 8-31-72.

<sup>14</sup>Leave of absence, 9-1-72 through 8-31-73.

<sup>15</sup>Retired 8-31-72.

<sup>16</sup>Sabbatical leave, spring 1972-73.

<sup>17</sup>Sabbatical leave, spring 1972-73.

<sup>18</sup>Through 5-31-72.

- Charlotte Vestal Brown (1971), A.B. (North Carolina at Greensboro)  
*Visiting Lecturer in Art* 1206 Williamson Drive, Raleigh, N. C.
- Earl I. Brown, II (1960), Ph.D. (Texas)  
*J. A. Jones Professor of Civil Engineering* 1631 Marion Avenue
- Frances Campbell Brown (1931), Ph.D. (Johns Hopkins)  
*Professor of Chemistry* 1205 Dwire Place
- George W. Brumley, Jr. (1967), M.D. (Duke)  
*Associate Professor of Pediatrics and Assistant Professor of Obstetrics and Gynecology* 3415 Surry Road  
 Route 2, Box 258  
 Mebane, N. C.
- Dorothy J. Brundage (1968), M.N. (Emory)  
*Assistant Professor of Nursing*
- Frederick P. Bruno (1972), M.S. (Florida)  
*Associate in Radiology, Nuclear Medicine Division* 1829 Front Street
- Anne-Marie Bryan (1961), M.A.T. (Duke)  
*Assistant Professor of Romance Languages* Apartment 28F  
 Valley Terrace Apartments
- Paul Robey Bryan, Jr. (1951), Ph.D. (Michigan)  
*Associate Professor of Music* 1108 Watts Street
- Andrew L. Bryant (1972), B.S. (Millersville State Coll.)  
*Temporary Instructor in Botany* 3012 Dixon Road
- C. Edward Buckley (1963), M.D. (Duke)  
*Associate Professor of Medicine and Assistant Professor of Microbiology and Immunology* 3621 Westover Road
- Rebecca Hatcher Buckley (1968), M.D. (North Carolina)  
*Associate Professor of Pediatrics and Associate Professor of Immunology* 3621 Westover Road
- <sup>19</sup>Louis J. Budd (1952), Ph.D. (Wisconsin)  
*Professor of English* 2753 McDowell Street
- Albert George Buehler (1955), M.A. (North Carolina)  
*Associate Professor of Physical Education* 1718 Woodburn Road
- John Buettner-Janusch (1965), Ph.D. (Michigan)  
*Professor of Anatomy and Professor of Zoology* 1528 Hermitage Court
- Elizabeth Bullock (1968), M.M. (North Carolina)  
*Assistant Professor of Music* 1011 Roosevelt Drive  
 Chapel Hill, N. C.
- Grace Bullock (1957-59; 1967), M.S.N. (North Carolina)  
*Assistant Professor of Nursing* 3729 Hermine Street
- J. Gordon Burch (1971), M.D. (Univ. of Alberta, Canada)  
*Associate in Medicine* 3508 Monford Drive
- Donald S. Burdick (1962), Ph.D. (Princeton)  
*Associate Professor of Mathematics* 108 Emerald Circle
- Walter W. Burford (1970), S.T.M. (Yale)  
*Assistant Professor of Religion* 120 West Lynch Street
- <sup>20</sup>Peter Burian (1968), Ph.D. (Princeton)  
*Assistant Professor of Classical Studies* 1610 Delaware Avenue
- <sup>21</sup>Edwin Burmeister (1971), Ph.D. (Massachusetts Instit. of Tech.)  
*Visiting Professor of Economics* 2524 Wrightwood Avenue
- Richard O. Burns (1964), Ph.D. (Illinois)  
*Professor of Microbiology* 4117 Pavilion Place
- Richard M. Burton (1970), D.B.A. (Illinois)  
*Associate Professor of Business Administration* 1639 Marion Avenue
- Ewald W. Busse (1953), M.D. (Washington)  
*J. P. Gibbons Professor of Psychiatry* 1132 Woodburn Road
- Ronald R. Butters (1967), Ph.D. (Iowa)  
*Assistant Professor of English* 2125 Wilson Street
- <sup>22</sup>Gale H. Buzzard (1957), Ph.D. (North Carolina State)  
*Assistant Professor of Mechanical Engineering* 2716 Tryon Road
- James Archie Cadzow (1972), Ph.D. (Cornell)  
*Visiting Professor of Biomedical Engineering* 107-B Bolinwood Apartments  
 Chapel Hill, N. C.

<sup>19</sup>Sabbatical leave 1972-73.

<sup>20</sup>Leave of absence 1972-73.

<sup>21</sup>Through 5-31-72.

<sup>22</sup>Sabbatical leave, fall 1972-73.

- John B. Cahoon, Jr. (1958), R.T. (Duke)  
*Assistant Professor of Radiologic Technology* 2418 Perkins Road
- Clark Cahow (1968), Ph.D. (Duke)  
*Associate Professor in the Faculty of Arts and Sciences* 1106 Watts Street
- Shirley E. Callahan (1972), M.P.H. (North Carolina)  
*Associate in Community Health Sciences* 14 Braddock Circle
- Jasper Lamar Callaway (1937), M.D. (Duke)  
*James B. Duke Professor of Dermatology* 828 Anderson Street
- <sup>23</sup>Edmund McCullough Cameron (1926), A.B. (Washington and Lee)  
*Director of Physical Education and Athletics* 2818 Chelsea Circle
- Ramon V. Canent (1965), M.D. (Santo Tomas, Manila)  
*Associate Professor of Pediatrics* 1334 Welcome Drive
- Peter Carbone (1966), Ed.D. (Harvard)  
*Associate Professor of Education* 111 Benrose Circle
- Leonard Carlitz (1932), Ph.D. (Pennsylvania)  
*James B. Duke Professor of Mathematics* 2303 Cranford Road
- Edward Carmeliet (1972), Ph.D. (Univ. Leuven, Belgium)  
*Visiting Professor of Physiology* Apartment B-6  
 3600 Tremont Street
- <sup>24</sup>David William Carpenter (1929), Ph.D. (Duke)  
*Professor of Physics* 137 Pinecrest Road
- <sup>25</sup>Dwight W. Carpenter (1966), Ph.D. (Illinois)  
*Assistant Professor of Physics* 908 Urban Avenue
- Robert C. Carson (1960), Ph.D. (Northwestern)  
*Professor of Psychology and Professor of Medical Psychology in Department of Psychiatry* 6502 Hunter's Lane
- James H. Carter (1971), M.D. (Howard Univ.)  
*Assistant Professor of Psychiatry* 3310 Pine Grove Road  
 Raleigh, N. C.
- Reginald D. Carter (1971), Ph.D. (Bowman Gray)  
*Assistant Professor of Community Health Sciences and Assistant Professor of Physiology* Route 1  
 Hillsborough, N. C.
- Matthew Cartmill (1969), Ph.D. (Chicago)  
*Assistant Professor of Anatomy and Assistant Professor of Anthropology* Route 1  
 Box 329A
- William H. Cartwright (1951), Ph.D. (Minnesota)  
*Professor of Education* 3610 Britt Street
- Ernesto G. Caserta (1970), Ph.D. (Harvard)  
*Assistant Professor of Romance Languages* 2516 Sevier Street
- John H. Casseday (1972), Ph.D. (Indiana)  
*Assistant Professor of Otolaryngology, Department of Surgery and Lecturer in Psychology* 18-J Valley Terrace Apartments
- Ronald Casson (1971), Ph.D. (Stanford)  
*Assistant Professor of Anthropology* 1702 Vista Street
- Thomas R. Cate (1968), M.D. (Vanderbilt)  
*Associate Professor of Medicine* 3123 Camelot Court
- G. S. Terence Cavanagh (1962), B.L.S. (McGill)  
*Professor of Medical Literature* Apartment F-8  
 1200 Leon Street
- Patrick J. Cavanaugh (1960), M.D. (St. Louis)  
*Professor of Radiology* 1535 Hermitage Court
- Jesse Oscar Cavenar (1971), M.D. (Arkansas)  
*Associate in Psychiatry* 411 Overland Drive  
 Chapel Hill, N. C.
- John W. Cell (1962), Ph.D. (Duke)  
*Associate Professor of History* 2101 Dartmouth Drive
- <sup>26</sup>Jack B. Chaddock (1966), Sc.D. (Massachusetts Instit. of Tech.)  
*Professor of Mechanical Engineering* 2330 Hilton 3
- William H. Chafe (1971), Ph.D. (Columbia)  
*Assistant Professor of History* 820 Tinkerbell  
 Chapel Hill, N. C.
- Leon E. Chaiken (1952), M.F. (Cornell)  
*Professor of Forest Management* 2737 Dogwood Road

<sup>23</sup>Retired 8-31-72.

<sup>24</sup>Leave of absence, spring 1972-73.

<sup>25</sup>Through 8-31-72.

<sup>26</sup>Sabbatical leave, spring, 1972-73.

- Arthur C. Chandler, Jr. (1965), M.D. (Duke)  
*Associate Professor of Ophthalmology and Associate in Anatomy* 3508 Cambridge Road
- Roger C. Chapman (1969), M.A. (California at Berkeley)  
*Assistant Professor of Forest Biometry* 2027 Wa Wa Avenue
- James H. Charlesworth (1969), Ph.D. (Duke)  
*Assistant Professor of Religion* Route 8, Tomahawk Trail
- <sup>27</sup>Stephen I. Chavin (1971), M.D. (Rochester)  
*Assistant Professor of Medicine* 407 Landerwood Lane  
 Chapel Hill, N. C.
- James T. T. Chen (1965), M.D. (National Defense Med. Center, Taipei, Taiwan)  
*Associate Professor of Radiology* 2528 Sevier Street
- Donald B. Chesnut (1965), Ph.D. (California Instit. of Tech.)  
*Professor of Chemistry* 4404 Malvern Road
- Wei-shi Lee Chian (1972), M.D. (Taipei Medical Coll.)  
*Associate in Anesthesiology* 211 Parthenia Drive
- Arthur C. Christakos (1963), M.D. (South Carolina)  
*Associate Professor of Obstetrics and Gynecology and Associate Professor of Community Health Sciences* 3102 Surry Road
- George C. Christie (1967), S.J.D. (Harvard)  
*Professor of Law* Apartment 15  
 2117 Bedford Drive
- Ronald Yan-li Chuang (1972), Ph.D. (California at Davis)  
*Assistant Professor of Experimental Medicine and Assistant Professor of Pharmacology* Apartment 23-H, II  
 2752 Middleton Street
- <sup>28</sup>Giorgio Ciompi (1964), M.A. (Paris Conservatory)  
*Artist in Residence in the Department of Music* 3614 Westover Road
- James R. Clapp (1963), M.D. (North Carolina)  
*Professor of Medicine and Associate Professor of Physiology* Route 3  
 4030 King Charles Street
- Elon Henry Clark (1934)  
*Professor of Medical Art in the Division of Audiovisual Education* 801 West Maynard Avenue
- Henry B. Clark (1966), Ph.D. (Yale)  
*Associate Professor of Religion* 3108 Camelot Court
- Howard Clark (1968), Ph.D. (Maryland)  
*Associate Professor of Mechanical Engineering and Biomedical Engineering* 19 Oak Drive
- <sup>29</sup>Lelia Ross Clark (1949), M.A. (Columbia)  
*Professor of Nursing Service* 1506 Woodland Drive
- <sup>30</sup>Peter B. Clark (1967), Ph.D. (Massachusetts Instit. of Tech.)  
*Assistant Professor of Economics* 1508 Alabama Avenue
- <sup>31</sup>Austin Clarke (1971)  
*Lecturer in Black Studies Program* Apartment D  
 1803 House Avenue
- Frederic N. Cleaveland (1971), Ph.D. (Princeton)  
*Professor of Political Science* 1822 North Lakeshore Drive  
 Chapel Hill, N. C.
- John M. Clement (1972), Ph.D. (Rensselaer Polytechnic Institute)  
*Instructor in Physics* 31-C Holly Hills Apartments
- Enrico Clerici (1972), Ph.D. (Ministry of Public Instruction, Italy)  
*Visiting Professor of Microbiology and Immunology* Apartment 16  
 2009 Southwood Drive
- William Porter Cleveland (1972), Ph.D. (Wisconsin)  
*Assistant Professor of Community Health Sciences and Lecturer in Mathematics* Apartment 11-A  
 200 Seven Oaks Road
- Edward Clifford (1965), Ph.D. (Minnesota)  
*Associate Professor of Medical Psychology in the Department of Psychiatry and Associate Professor of Psychology in Plastic Surgery in the Department of Surgery* 2535 Sevier Street

<sup>27</sup>Through 8-1-72.

<sup>28</sup>Sabbatical leave, spring 1972-73.

<sup>29</sup>Retired 8-31-72.

<sup>30</sup>Through 8-31-72.

<sup>31</sup>Through 5-31-72.

- Frank W. Clippinger (1957), M.D. (Washington)  
*Professor of Orthopaedic Surgery* 1302 Oakland Avenue
- G. Wayne Clough (1969), Ph.D. (California at Berkeley)  
*Assistant Professor of Civil Engineering* 110-G Anderson Avenue
- John L. E. Clubbe (1966), Ph.D. (Columbia)  
*Associate Professor of English* 209 Watts Street
- <sup>32</sup>John M. Clum (1966), Ph.D. (Princeton)  
*Assistant Professor of English* Box 6725, College Station
- Frederick R. Cobb (1971), M.D. (Mississippi)  
*Assistant Professor of Medicine* 3723 Suffolk Street
- Franklin H. Cocks (1972), Sc.D. (Massachusetts Instit. of Tech.)  
*Associate Professor of Mechanical Engineering* Apartment 22-D  
2836 Chapel Hill Road
- <sup>33</sup>Harry M. Cocowitch (1967), B.S. (Alabama)  
*Professor of Naval Science* 523 Continental Drive
- David Coder (1970), Ph.D. (Cornell)  
*Assistant Professor of Philosophy* 1026 Monmouth Avenue
- Harvey Jay Cohen (1971), M.D. (State Univ. of New York)  
*Assistant Professor of Medicine* 2811 Friendship Circle
- Harvey Joel Cohen (1972), Ph.D. (Duke)  
*Associate in Biochemistry*
- John Coie (1968), Ph.D. (California at Berkeley)  
*Assistant Professor of Psychology* 2801 Dogwood Road
- A. F. David Cole (1972), M.D. (Toronto)  
*Assistant Professor of Anesthesiology and Assistant  
Professor of Obstetrics and Gynecology* 2624 McDowell Street
- Byron K. Cole (1972), M.D. (Cincinnati)  
*Associate in the Department of Medicine* 237 Knollwood Drive  
Chapel Hill, N. C.
- Robert Taylor Cole (1935), Ph.D. (Harvard)  
*James B. Duke Research Professor of Political Science* 7 Sylvan Road
- T. Boyce Cole (1969), M.D. (North Carolina)  
*Assistant Professor of Otolaryngology* 223 Pineview Road
- <sup>34</sup>Andrew P. Collins (1969), M.S.D. (Washington)  
*Assistant Professor of Orthodontics* 1908 Cedar Street
- Joel G. Colton (1947), Ph.D. (Columbia)  
*Professor of History* 1616 Pinecrest Road
- Robert Merle Colver (1953), Ed.D. (Kansas)  
*Associate Professor of Education* 2720 Circle Drive
- Norman Francis Conant (1935), Ph.D. (Harvard)  
*James B. Duke Professor of Microbiology* 5622 Garrett Road
- Judith Conger (1971), Ph.D. (Illinois)  
*Visiting Assistant Professor of Psychology* 311 Estes Drive  
Chapel Hill, N. C.
- Frank Convery (1971), Ph.D. (State Univ. of New York)  
*Assistant Professor of Forest Resource Economics* Apartment 10-D  
2112 Broad Street
- <sup>35</sup>Samuel D. Cook (1966), Ph.D. (Ohio State)  
*Professor of Political Science* 2733 Sevier Street
- Wesley A. Cook, Jr. (1971), M.D. (Oregon)  
*Assistant Professor of Neurosurgery and Assistant  
Professor of Physiology* Route 2, Box 160  
Chapel Hill, N. C.
- Hallie M. Coppedge (1966), M.S.W. (North Carolina)  
*Associate in Psychiatric Social Work* 3435 Cromwell Road
- Thomas Howard Cordle (1950), Ph.D. (Yale)  
*Professor of Romance Languages* 916 West Markham Avenue
- Joseph M. Corless (1972), Ph.D. (Duke)  
*Associate in Anatomy* 2326 Glendale Avenue
- Roger J. Corless (1970), B.D. (London)  
*Instructor of Religion* 1212 Duke University Road
- Bruce A. Corrie (1965), P.E.D. (Indiana)  
*Assistant Professor of Physical Education* 3223 Haddon Road

<sup>32</sup>Sabbatical leave, spring 1972-73.

<sup>33</sup>Through 6-30-72.

<sup>34</sup>Through 12-30-71.

<sup>35</sup>Leave of absence 1972-73.

- Philip Costanzo (1968), Ph.D. (Florida)  
*Assistant Professor of Psychology* 2527 Wrightwood Avenue  
 John D. Costlow (1959), Ph.D. (Duke) 201 Ann Street  
*Professor of Zoology* Beaufort, N. C.
- <sup>36</sup>Sheila J. Counce (1968), Ph.D. (Edinburgh)  
*Associate Professor of Anatomy* 3101 Camelot Court  
 Dario A. Covi (1970), Ph.D. (New York)  
*Professor of Art* 1010 Monmouth Avenue  
 Apartment B-14  
 1829 Front Street
- <sup>37</sup>R. Merritt Cox (1966), Ph.D. (Wisconsin)  
*Assistant Professor of Romance Languages* 1913 University Drive  
 Robert Calvin Cox (1942), M.A. (Columbia)  
*Associate Professor of Physical Education* 2944 Friendship Road  
 William T. Creasman (1970), M.D. (Baylor)  
*Assistant Professor of Obstetrics and Gynecology* Route 8, Box 161  
 Marion Carlyle Crenshaw (1964), M.D. (Duke)  
*E. C. Hamblen Associate Professor of Reproductive* Roxboro Road  
*Biology and Family Planning, Assistant Professor of* Route 1, Box 214  
*Pediatrics and Associate in Physiology* Hillsborough, N. C.
- <sup>38</sup>Jon Christopher Crocker (1966), Ph.D. (Harvard)  
*Associate Professor of Anthropology* 2745 Montgomery Street  
 Elaine Kobrin Crovitz (1965), Ph.D. (Duke)  
*Assistant Professor of Medical Psychology in Department* Apartment G1  
*of Psychiatry and Lecturer in Psychology* 3600 Tremont Drive  
 Herbert Crovitz (1963), Ph.D. (Duke)  
*Associate Professor of Medical Psychology in the* 2826 Stuart Drive  
*Department of Psychiatry and Lecturer in Psychology* Route 7  
 Alvin L. Crumbliss (1970), Ph.D. (Northwestern)  
*Assistant Professor of Chemistry* George King Road  
 William L. Culbertson (1955), Ph.D. (Wisconsin)  
*Professor of Botany* 3611 Randolph Road  
 William D. Currie (1967), Ph.D. (North Carolina)  
*Assistant Professor of Radiology* 2719 Spencer Street  
 Robert Earl Cushman (1945), B.D., Ph.D. (Yale)  
*Research Professor of Systematic Theology* Apartment 5-F  
 Ronald Y. Cusson (1970), Ph.D. (California Instit. of Tech.)  
*Associate Professor of Physics* 311 S. LaSalle Street  
 Jarir S. Dajani (1971), Ph.D. (Northwestern)  
*Assistant Professor of Civil Engineering* 3605 Suffolk Street
- <sup>39</sup>John T. Daly (1971), M.D. (Cornell)  
*Associate in Pathology* 2901 Shannon Road  
 William W. Damon (1970), Ph.D. (Cornell)  
*Assistant Professor of Business Administration* 5600 Woodberry Road  
 Charles A. Daniels (1970), Ph.D. (Duke)  
*Assistant Professor of Pathology* 4 Sylvan Road  
 Ollie B. Davenport (1961), M.S.N. (Western Reserve)  
*Assistant Professor of Nursing* 905 West Knox Street  
 58 Middagh Street
- <sup>40</sup>Rose Marie Davidites (1971), M.A. (New York)  
*Visiting Assistant Professor of Nursing* Brooklyn, New York  
 Jack Dougan Davidson (1970), M.D. (Columbia)  
*Associate Professor of Radiology* 3506 Westover Road  
 David George Davies (1961), Ph.D. (California)  
*Professor of Economics* 2631 McDowell Street  
 William David Davies (1966), D.D. (Wales)  
*George Washington Ivey Professor of Advanced Studies* 228 Monticello Road  
*in New Testament and Research in Christian Origins* 907 Monmouth Avenue  
 Calvin D. Davis (1962), Ph.D. (Indiana)  
*Associate Professor of History*

<sup>36</sup>Leave of absence 9-1-72 through 6-30-72.

<sup>37</sup>Through 8-31-72.

<sup>38</sup>Sabbatical leave 1972-73; through 8-31-72.

<sup>39</sup>Through 6-30-72.

<sup>40</sup>Through 12-31-71.

- David A. Davis (1971), M.D. (Vanderbilt)  
*Professor of Anesthesiology*  
 Kings Mill Road  
 Chapel Hill, N. C.
- <sup>41</sup>Gifford Davis (1930), Ph.D. (Harvard)  
*Professor of Romance Languages*  
 2248 Cranford Road
- James Norman Davis (1972), M.D. (Cornell)  
*Assistant Professor of Medicine (Neurology)*  
 3509 Suffolk Street
- Lucy Tolbert Davis (1969), Ed.D. (Columbia)  
*Associate Professor of Education and Clinical Associate  
 in Therapeutic Education, Department of Psychiatry*  
 223 Hillcrest Circle  
 Chapel Hill, N. C.
- Ron W. Davis (1970), Ed.D. (Columbia)  
*Associate in Community Health Sciences*  
 223 Hillcrest Circle  
 Chapel Hill, N. C.
- Walter Etchells Davis (1972), M.D. (Duke)  
*Associate in Medicine*  
 2619 Sarah Avenue
- Jeffrey R. Dawson (1972), Ph.D. (Case Western Reserve Univ.)  
*Associate in Immunology*  
 102-D Colonial Apartments
- Eugene Davis Day (1962), Ph.D. (Delaware)  
*Professor of Immunology and  
 Professor of Experimental Surgery*  
 2727 McDowell Street
- Nell L. Deaver (1972), B.S. (Sargent Coll.)  
*Associate in Physical Therapy*  
 3428 Donnigale Avenue
- John Essary Dees (1939), M.D. (Virginia)  
*Professor of Urology*  
 413 Carolina Circle
- Susan Coons Dees (1939), M.D. (Johns Hopkins)  
*Professor of Pediatrics*  
 413 Carolina Circle
- <sup>42</sup>Harry K. Delcher (1971), M.D. (Florida)  
*Associate in Medicine*  
 101 Newell Street
- David C. Dellinger (1968), Ph.D. (Stanford)  
*Associate Professor of Business Administration*  
 19 Heath Place
- Walter E. Dellinger, III (1969), LL.B. (Yale)  
*Professor of Law*  
 4339 Berini Drive
- Frank De Lucia (1969), Ph.D. (Duke)  
*Assistant Professor of Physics*  
 1618 North Duke Street
- Neil B. deMarchi (1971), Ph.D. (Australian National Univ., Canberra)  
*Assistant Professor of Economics*  
 1304 Virginia Avenue
- William J. A. DeMaria (1951), M.D. (Duke)  
*Professor of Pediatrics*  
 1126 Woodburn Road
- A. Leigh DeNeef (1969), Ph.D. (Pennsylvania State)  
*Assistant Professor of English*  
 3406 Denise Street
- Betsy J. Denny (1971), B.S. (North Carolina)  
*Associate in Physical Therapy*  
 5201 Peppercorn  
 Route 1, Box 30  
 Hillsborough, N. C.
- Sara Jamison Dent (1965), M.D. (South Carolina)  
*Professor of Anesthesiology*
- Gretchen J. Dery (1969), M.S. (Catholic Univ.)  
*Assistant Professor of Nursing*  
 12-H Valley Terrace Apartments
- <sup>43</sup>Justin Thomas DeVoge (1970), Ph.D. (West Virginia)  
*Associate in Medical Psychology and Lecturer in  
 Psychology*  
 80-C Colonial Apartments
- Frank Traver deVyver (1935), Ph.D. (Princeton)  
*Professor of Economics*  
 8 Sylvan Road
- Irving Diamond (1958), Ph.D. (Chicago)  
*James B. Duke Professor of Psychology  
 and Professor of Physiology*  
 2745 McDowell Street
- Joseph Di Bona (1967), Ph.D. (California)  
*Associate Professor of Education*  
 1123 Woodburn Road
- <sup>44</sup>Luca Di Cecco (1966), M.M. (Indiana)  
*Assistant Professor of Music*  
 5418 Beaumont Drive
- Robert L. Dickens (1949), M.S. (North Carolina), C.P.A., LL.D.  
*Professor of Accounting in the Department of  
 Management Sciences*  
 2717 Circle Drive

<sup>41</sup>Sabbatical leave, spring 1972-73.

<sup>42</sup>Through 7-19-72.

<sup>43</sup>Through 6-30-72.

<sup>44</sup>Through 8-31-72.

- Kenneth Robert Diehl (1972), D.M.D. (Harvard)  
*Assistant Professor of Orthodontics, Department of Surgery* Apartment 22-H  
 200 Seven Oaks Road
- Alice E. Dietz (1970), M.P.H. (North Carolina)  
*Assistant Professor of Nursing and Associate in Community Health Sciences* 1705 Allard Road  
 Chapel Hill, N. C.
- Arif Dirlik (1971), B.S. (Robert Coll. Istanbul, Turkey)  
*Instructor in History* 104 Bennett Court
- Bruce W. Dixon (1970), M.D. (Pittsburgh)  
*Assistant Professor of Medicine* Apartment 14  
 2117 Bedford Avenue
- Richard H. Dixon (1972), M.D. (Duke)  
*Associate in Medicine* 5216 Partridge Street
- Frank C. Dorsey (1971), Ph.D. (Duke)  
*Assistant Professor of Pathology* 204 Forestwood Drive
- Francis George Dressel (1929), Ph.D. (Duke)  
*Professor of Mathematics* 2502 Francis Street
- Chancellor Driscoll (1969), M.S.S.W. (Louisville)  
*Associate in Psychiatric Social Work* 2717 Augusta Drive
- Bernard I. Duffey (1963), Ph.D. (Ohio State)  
*Professor of English* 2732 Dogwood Drive
- Kenneth Lindsay Duke (1940), Ph.D. (Duke)  
*Associate Professor of Anatomy* 2736 McDowell Street
- Ian Douglas Duncan (1972), M.B.Ch.B. (St. Andrews Univ., Scotland)  
*Associate in Obstetrics and Gynecology* 2427 Alpine Road
- Robert F. Durden (1952), Ph.D. (Princeton)  
*Professor of History* 2532 Wrightwood Avenue
- Jiri Dvorak (1967), Ph.D. (Brown)  
*Associate Professor of Civil Engineering* 2956 Friendship Drive
- <sup>45</sup>D. S. Dwivedi (1971), Ph.D. (Agra Univ., India)  
*Visiting Lecturer in Hindi-Urdu* Apartment L-1B  
 1500 Duke University Road
- <sup>46</sup>Paul H. Earls (1959), Ph.D. (Rochester)  
*Associate Professor of Music* 1509 Hollywood Street
- James Millard Eaton, Jr. (1972), M.D. (Emory)  
*Assistant Professor of Urology in the Department of Surgery* 3113 Camelot Court  
 26-B Davie Circle  
 Chapel Hill, N. C.
- Elaine M. Eckel (1971), B.S. (Pennsylvania)  
*Associate in Physical Therapy* 301 Hoot Owl Lane  
 Chapel Hill, N. C.
- Carol O. Eckerman (1972), Ph.D. (Columbia)  
*Visiting Assistant Professor of Psychology* 702 Louise Circle
- Ruth Buchanan Eddy (1952), M.S. (Smith)  
*Associate Professor of Physical Education*
- Curtis Drew Edwards (1972), Ph.D. (Florida State)  
*Assistant Professor of Medical Psychology in the Department of Psychiatry and Associate in Pediatrics* 906 West Maynard Avenue  
 Apartment L-1
- James Michael Eford (1962), Ph.D. (Duke)  
*Associate Professor of Biblical Languages and Interpretations* 2800 Croasdaile Drive
- <sup>47</sup>Carl Eisdorfer (1958), Ph.D. (New York)  
*Professor of Medical Psychology and Professor of Psychiatry* 311 South LaSalle Street
- William B. Eisenhardt (1970), B.S. (U. S. Naval Academy)  
*Visiting Assistant Professor of Naval Science* 2414 Sparwood Drive  
 Route 1, Box 77  
 Cornwalls Road
- Jane G. Elchlepp (1960), Ph.D. (Chicago)  
*Associate Professor of Pathology* Apartment 2A  
 200 Seven Oaks Road
- Albert F. Eldridge (1970), Ph.D. (Kentucky)  
*Assistant Professor of Political Science*
- Howard L. Elford (1969), Ph.D. (Cornell)  
*Assistant Professor of Experimental Medicine and Assistant Professor of Pharmacology* Apartment 14  
 18 Balmoray Court

<sup>45</sup>Through 5-31-72.

<sup>46</sup>Through 8-31-72.

<sup>47</sup>Through 8-31-72.

- <sup>48</sup>Merrill Francis Elias (1971), Ph.D. (Purdue)  
*Assistant Professor of Medical Psychology in the  
Department of Psychiatry* 1509 Southwood Drive  
William S. Elias (1972), M.D. (Vanderbilt)  
*Associate in Medicine* 4023 Deepwood Circle  
Everett H. Ellinwood, Jr. (1966), M.D. (North Carolina)  
*Associate Professor of Psychiatry and Assistant Professor  
of Pharmacology* 3519 Tonbridge Way  
George John Ellis, III (1970), M.D. (Harvard)  
*Assistant Professor of Medicine* 2743 Sevier Street  
Ernest Elsevier (1950), M.S.M.E. (Georgia Institute of Technology)  
*Associate Professor of Mechanical Engineering* 2412 Wrightwood Avenue  
<sup>49</sup>Ainslie T. Embree (1969), Ph.D. (Columbia)  
*Professor of History* 3408 Dover Road  
Carl Erikson (1966), Ph.D. (Rutgers)  
*Associate Professor of Psychology* 106 Newell Street  
Harold P. Erickson (1970), Ph.D. (Johns Hopkins)  
*Assistant Professor of Anatomy* 1108 Minerva Avenue  
Robert P. Erickson (1961), Ph.D. (Brown)  
*Associate Professor of Psychology and Associate  
Professor of Physiology* 3415 Hope Valley Road  
Ruth C. Erickson (1972), M.A. (North Carolina)  
*Assistant Professor of Music* 3415 Hope Valley Road  
Charles W. Erwin (1969), M.D. (Texas)  
*Associate Professor of Psychiatry* 15 Scott Place  
Antonio Valentino Escueta (1970), M.D. (Univ. of St. Thomas, Philippines)  
*Assistant Professor of Medicine and Assistant  
Professor of Physiology and Pharmacology* 1601 Kent Street  
E. Harvey Estes, Jr. (1953), M.D. (Emory)  
*Professor of Medicine and Professor of  
Community Health Sciences* 3542 Hamstead Court  
J. David G. Evans (1972), Ph.D. (Queen's College, England)  
*Visiting Associate Professor of Philosophy* 912 Anderson Street  
John C. Evans (1967), M.D. (Michigan)  
*Professor of Radiology* 1730 Allard Road  
Lawrence E. Evans (1963), Ph.D. (Johns Hopkins)  
*Associate Professor of Physics* Chapel Hill, N. C.  
John Wendell Everett (1932), Ph.D. (Yale)  
*Professor of Anatomy* 1020 Demerius Street  
Robinson Oscar Everett (1956), LL.M. (Duke)  
*Professor of Law* 1105 Woodburn Road  
Isabelle R. Faeder (1972), Ph.D. (Cornell)  
*Associate in Anatomy* 600-13A LaSalle Street  
<sup>50</sup>Henry A. Fairbank (1962), Ph.D. (Yale)  
*Professor of Physics* Apartment 14-E  
Carmen M. Falcone (1946), M.A. (Ohio State)  
*Professor of Physical Education* 2748 Middleton Street  
W. Edwin Fann (1971), M.D. (Alabama)  
*Assistant Professor of Psychiatry* 1515 Pinecrest Road  
Joseph C. Farmer, Jr. (1971), M.D. (Duke)  
*Assistant Professor of Otolaryngology* 1402 Woodburn Road  
Donn Michael Farris (1959), M.S. in L.S. (Columbia)  
*Professor of Theological Bibliography* 3726 Saint Marks Road  
Robert A. Federchuck (1969), A.B. (Syracuse)  
*Associate in Physical Therapy* 1507 Southwood Drive  
John Morton Fein (1950), Ph.D. (Harvard)  
*Professor of Romance Languages* 921 Buchanan Boulevard  
Jerome Feldman (1968), M.D. (Northwestern)  
*Associate Professor of Medicine* 2209 Elmwood Avenue  
2726 Montgomery Street  
2744 Sevier Street

<sup>48</sup>Through 9-15-72.

<sup>49</sup>Through 8-31-72.

<sup>50</sup>Sabbatical leave, spring 1972-73.

- Robert E. Fellows (1966), M.D. (McGill), Ph.D. (Duke)  
*Associate Professor of Physiology and Assistant Professor of Medicine* 3106 Ridge Road
- Arthur Bowles Ferguson (1939), Ph.D. (Cornell)  
*Professor of History* 22 Lebanon Circle
- Oliver W. Ferguson (1957), Ph.D. (Illinois)  
*Professor of English* 1212 Arnette Avenue
- Saleh A. Fetouh (1972), D.P.H. (North Carolina)  
*Associate in Community Health Sciences and Associate in Radiology* P. O. Box 646  
 Chapel Hill, N. C.
- Bernard F. Fetter (1951), M.D. (Duke)  
*Professor of Pathology* 3836 Somerset Drive
- Peter G. Fish (1969), Ph.D. (Johns Hopkins)  
*Associate Professor of Political Science* 1006 Urban Avenue
- Joel L. Fleishman (1971), LL.M. (Yale)  
*Associate Professor of Law* 205 Wood Circle  
 Chapel Hill, N. C.
- Anne Flowers (1972), Ed.D. (Duke)  
*Associate Professor of Education* P. O. Box 4714  
 Duke Station
- Maxine Rogers Flowers (1971), M.S. (Columbia)  
*Associate in Psychiatric Social Work* Willow Terrace Apartment 54  
 Chapel Hill, N. C.
- Walter L. Floyd (1959), M.D. (Johns Hopkins)  
*Associate Professor of Medicine* 3556 Hamstead Court
- Donald J. Fluke (1958), Ph.D. (Yale)  
*Professor of Zoology* 2703 Sevier Street
- Lloyd R. Fortney (1964), Ph.D. (Wisconsin)  
*Associate Professor of Physics* 2 Scott Place
- Ellen Gwendolyn Fortune (1964), M.A. (Western Reserve)  
*Professor of Nursing* 5203 Shady Bluff Road
- Richard Forward (1971), Ph.D. (California at Santa Barbara)  
*Assistant Professor of Zoology* 414 Ann Street  
 Beaufort, N. C.
- Ludmila A. Foster (1970), Ph.D. (Harvard)  
*Assistant Professor of Slavic Languages* Apartment 19-D  
 2748 Middleton
- <sup>51</sup>Donald R. Fowler (1967), M.D. (Southwestern Medical School of Texas)  
*Assistant Professor of Psychiatry* Route 2, Box 19, Tracy Trail
- John Alvis Fowler (1953), M.D. (Bowman Gray)  
*Professor of Psychiatry and Assistant Professor of Pediatrics* 2721 Spencer Street
- Wallace Fowle (1964), Ph.D. (Harvard)  
*James B. Duke Professor of Romance Languages* 17-D Valley Terrace Apartments
- Richard G. Fox (1968), Ph.D. (Michigan)  
*Associate Professor of Anthropology* 124 West Queen Street  
 Hillsborough, N. C.
- <sup>52</sup>Charles H. Frenzel (1956), B.A. (Duke)  
*Professor of Hospital Administration* 3950 Bristol Road
- Irwin Fridovich (1958), Ph.D. (Duke)  
*Professor of Biochemistry* 3517 Courtland Drive
- Robert O. Friedel (1970), M.D. (Duke)  
*Assistant Professor of Psychiatry and Assistant Professor of Pharmacology* 1614 Pinecrest Road
- John A. Friedrich (1963), Ph.D. (Michigan State)  
*Professor of Physical Education* 2953 Welcome Drive
- Donald L. Fry (1971), M.D. (Harvard)  
*Visiting Professor of Physiology* 5512 Lincoln Street  
 Bethesda, Maryland
- William J. Furbish (1954), M.S. (Wisconsin)  
*Associate Professor of Geology* Route 2  
 Hillsborough, N. C.
- Johnnie L. Gallemore, Jr. (1969), M.D. (Emory)  
*Assistant Professor of Psychiatry* 2945 Friendship Road
- Thomas Muir Gallie, Jr. (1954), Ph.D. (Rice)  
*Professor of Computer Science* 2740 Montgomery Street
- John T. Garbutt (1969), M.D. (Temple)  
*Assistant Professor of Medicine* 3836 Churchill Circle

<sup>51</sup>Through 7-31-72.

<sup>52</sup>Through 6-30-72.

- Devendra P. Garg (1972), Ph.D. (N.Y.U.)  
*Professor of Mechanical Engineering* Apartment 15-D  
 2748 Middleton Street
- Charles David Gasswint (1972), Ph.D. (Oklahoma)  
*Associate in Medical Psychology in the Department of Psychiatry* 3603 Mossdale Avenue  
 Box 74  
 Butner, N. C.
- Cebrun A. Gaustad (1970), Ph.D. (North Carolina)  
*Associate in Medical Psychology* 2227 Emerson Place
- Raymond Gavins (1970), Ph.D. (Virginia)  
*Assistant Professor of History* 2703 Spencer Street
- Ila H. Gehman (1959), Ed.D. (Pennsylvania State)  
*Associate Professor of Medical Psychology in Department of Psychiatry and Lecturer in Psychology* 2703 Spencer Street
- W. Scott Gehman, Jr. (1954), Ph.D. (Pennsylvania State)  
*Professor of Psychology in Education* 2703 Spencer Street
- John A. Gehweiler (1967), M.D. (Duke)  
*Associate Professor of Radiology* 3551 Hamstead Court
- Janet Gay Gelein (1970), M.S. (Duke)  
*Assistant Professor of Nursing* Route 7, Box 269A
- W. Doyle Gentry (1969), Ph.D. (Florida State)  
*Assistant Professor of Medical Psychology in the Department of Psychiatry and Lecturer in Psychology* 212 Brooklane Drive
- Rhett Truesdale George, Jr. (1957), Ph.D. (Florida)  
*Assistant Professor of Electrical Engineering* Route 1, Box 318
- Nicholas G. Georgiade (1951), D.D.S., M.D. (Duke)  
*Professor of Plastic, Maxillofacial, and Oral Surgery* 2523 Wrightwood Avenue
- Gerald E. Gerber (1962), Ph.D. (Northwestern)  
*Associate Professor of English* 3115 Stanford Drive
- <sup>53</sup>John A. Gergen (1971), M.D. (Harvard)  
*Assistant Professor of Psychiatry* 2416 Alpine Road
- Duilio Giannitrapani (1972), Ph.D. (Clark Univ.)  
*Associate Professor of Medical Psychology in the Department of Psychiatry* Highland Hospital  
 Asheville, N. C.
- Daniel T. Gianturco (1966), M.D. (Buffalo)  
*Associate Professor of Psychiatry and Assistant Professor of Community Health Sciences* 2925 Friendship Road
- David B. Gilbert (1972), M.D. (Colorado)  
*Associate in Medicine* 3212 Pinafore Drive
- Terence James Gilbert (1972), M.B. (Sydney Univ., Australia)  
*Assistant Professor of Anesthesiology* Apartment 92-A  
 3022 Chapel Hill Road
- Harlan Raymond Giles (1972), M.D. (Duke)  
*Associate in Obstetrics and Gynecology* 5215 Partridge Street
- Hal G. Gillespie (1971), M.D. (Med. Coll. of South Carolina)  
*Associate in Psychiatry* Highland Hospital  
 Asheville, N. C.
- Richard E. Gillespie (1971), B.D. (San Francisco Theological Seminary)  
*Instructor in Historical Theology* 2106 Woodrow Street
- Nicholas W. Gillham (1968), Ph.D. (Harvard)  
*Associate Professor of Zoology* 1211 Woodburn Road
- George W. Gillmor (1972), LL.B. (Boston)  
*Assistant Professor of Law* 11-C Town House Apartments  
 Chapel Hill, N. C.
- John D. Giragos (1968), M.D. (American Univ. Medical School, Beirut, Lebanon)  
*Assistant Professor of Psychiatry* 2803 Friendship Road
- Sherwood Githens, Jr. (1962), Ph.D. (North Carolina)  
*Professor of Education* 4427 Chapel Hill Road
- <sup>54</sup>James F. Glenn (1963), M.D. (Duke)  
*Professor of Urology* 27 Oak Drive
- Joseph Leonard Goldner (1950), M.D. (Nebraska)  
*Professor of Orthopaedic Surgery* 602 East Forest Hills Boulevard
- Leonard J. Goldwater (1968), M.D. (New York)  
*Professor of Community Health Sciences* Route 3, Box 197  
 Chapel Hill, N. C.

<sup>53</sup>Through 3-31-72.

<sup>54</sup>Sabbatical leave October, 1972, through March, 1973.

- Harold G. Gollberg (1972), M.D. (Texas)  
*Associate in Psychiatry* 13 West Avon Parkway  
 Asheville, N. C.
- Richard A. Goodling (1959), Ph.D. (Pennsylvania State)  
*Professor of Pastoral Psychology* Route 7, Box 308  
 Farrington Road
- Jack K. Goodrich (1965), M.D. (Tennessee)  
*Professor of Radiology* 2940 Welcome Drive
- <sup>55</sup>Craufurd D. Goodwin (1962), Ph.D. (Duke)  
*Professor of Economics* 2256 Cranford Road
- Walter Gordy (1946), Ph.D. (North Carolina), LL.D.  
*James B. Duke Professor of Physics* 2521 Perkins Road
- John A. Goree (1959), M.D. (Duke)  
*Professor of Radiology and Associate in Anatomy* Route 7, Box 223A
- Henry G. Grabowski (1972), Ph.D. (Princeton)  
*Associate Professor of Economics* 611 Shelly Place
- Daniel A. Graham (1969), Ph.D. (Duke)  
*Assistant Professor of Economics* 5314 Shady Bluff
- <sup>56</sup>Doyle G. Graham (1970), Ph.D. (Duke)  
*Assistant Professor of Pathology* 1702 Glendale Avenue
- Pauline Gratz (1969), Ed.D. (Columbia)  
*Professor of Human Ecology in Nursing* 220 Dacian Avenue
- James Clifford Green (1971), M.D. (Illinois)  
*Associate in Psychiatry* 32 Robinhood Road  
 Asheville, N. C.
- James Davis Green (1970), M.D. (Tulane)  
*Assistant Professor of Radiology* 2511 Sevier Street
- Robert Lee Green, Jr. (1960), M.D. (Hahnemann)  
*Associate Professor of Psychiatry* 2300 Whitley Drive
- Ronald C. Greene (1958), Ph.D. (California Institute of Technology)  
*Associate Professor of Biochemistry* 1014 Norwood Avenue
- Joseph C. Greenfield (1962), M.D. (Emory)  
*Professor of Medicine and Assistant Professor of Physiology* 1212 Virginia Avenue
- John R. Gregg (1957), Ph.D. (Princeton)  
*Professor of Zoology* 3702 Randolph Road
- Eugene Greuling (1948), Ph.D. (Indiana)  
*Professor of Physics* 2414 Perkins Road
- John Francis Griffith (1969), M.D. (Saskatchewan Univ.)  
*Associate Professor of Pediatrics and Assistant*  
*Professor of Medicine* 1415 North Gregson Street
- John H. Grimes (1970), M.D. (Northwestern)  
*Assistant Professor of Urology* 3420 Sheridan Drive
- Keith Sanford Grimson (1930-42; 1945), M.D. (Rush)  
*Professor of Surgery* 3313 Devon Road  
 Apartment 14
- <sup>57</sup>David L. Grode (1971), M.D. (Duke)  
*Associate in Radiology* 2132 Bedford Street
- Samson R. Gross (1960), Ph.D. (Columbia)  
*Professor of Genetics and Biochemistry* 2411 Prince Street
- Herman Grossman (1971), M.D. (Columbia)  
*Professor of Radiology and Associate Professor of*  
*Pediatrics* 405 Lake Shore Lane  
 Chapel Hill, N. C.
- Kazimierz Grzybowski (1967), S.J.D. (Harvard)  
*Professor of Political Science and Part-time*  
*Professor in the Law School* 2605 University Drive
- <sup>58</sup>Dianne Gudger (1972), B.S. (North Carolina at Greensboro)  
*Associate in Physical Therapy* 3336 Rose of Sharon Road
- Walter R. Guild (1960), Ph.D. (Yale)  
*Professor of Biophysics* 2625 McDowell Street
- Robert B. Gunn (1971), M.D. (Harvard)  
*Assistant Professor of Physiology and Pharmacology* 3408 Cromwell Road

<sup>55</sup>Leave of absence 1972-73.

<sup>56</sup>Leave of absence 9-1-71 through 6-30-73.

<sup>57</sup>Through 6-30-72.

<sup>58</sup>Through 10-13-72.

- J. Caulie Gunnells (1962), M.D. (South Carolina)  
*Associate Professor of Medicine* 3317 Devon Road
- John Gutknecht (1969), Ph.D. (North Carolina) Duke University Marine Laboratory  
*Assistant Professor of Physiology* Beaufort, N. C.
- William F. Gutknecht (1971), Ph.D. (Purdue Univ.)  
*Assistant Professor of Chemistry* Apartment 83B  
3022 Chapel Hill Road
- Laura E. T. Gutman (1972), M.D. (Stanford)  
*Assistant Professor of Pediatrics* 2403 Wrightwood Avenue
- Robert A. Gutman (1971), M.D. (Florida)  
*Assistant Professor of Medicine* 2403 Wrightwood Avenue
- Norman Guttman (1951), Ph.D. (Indiana)  
*Professor of Psychology* 201 Woodridge Drive
- Robert L. Habig (1969), Ph.D. (Purdue)  
*Assistant Professor of Clinical Biochemistry* 514 Marshall Way
- Donald B. Hackel (1960), M.D. (Harvard)  
*Professor of Pathology* 4018 Bristol Road
- Herbert Hacker, Jr. (1965), Ph.D. (Michigan)  
*Associate Professor of Electrical Engineering* 2739 Montgomery Street
- <sup>59</sup>Charles B. Hagan (1971), Ph.D. (Duke)  
*Visiting Professor of Political Science* Apartment 16  
2330 Hilton Street
- <sup>60</sup>Robert D. Hagan (1970), B.A. (Missouri)  
*Visiting Assistant Professor of Naval Science* 916 Carpenter-Fletcher Road
- Per-Otto Hagen (1970), F.H.W.C. (Watt, Edinburgh, Scotland)  
*Assistant Professor of Experimental Surgery* 1129 Little Creek Road
- Robert L. Hagerman (1971), Ph.D. (Rochester)  
*Assistant Professor of Business Administration* 1920 Bedford Avenue
- Ellis P. Hagler (1936)  
*Instructor in Physical Education* Route 1  
1715 West Cornwallis Road
- <sup>61</sup>David R. Halbert (1971), M.D. (Pennsylvania)  
*Associate in Obstetrics and Gynecology* 305 Yorktown Drive  
Chapel Hill, N. C.
- Dwight Hubert Hall (1968), Ph.D. (Purdue)  
*Assistant Professor of Biochemistry* 3816 Hillgrand Drive
- <sup>62</sup>Hugh Marshall Hall (1952), Ph.D. (Texas)  
*Professor of Political Science* 613 Swift Avenue
- Joanne E. Hall (1972), M.S. (Ohio State)  
*Associate Professor of Nursing* Apartment 4-G  
200 Seven Oaks Road
- Kenneth D. Hall (1958), M.D. (Duke)  
*Professor of Anesthesiology* 2715 Montgomery Street
- Louise Hall (1931), Ph.D. (Radcliffe)  
*Professor of Architecture* Box 6636  
College Station
- <sup>63</sup>Thor Hall (1962), Ph.D. (Duke)  
*Associate Professor of Preaching and Theology* 3537 Hamstead Court
- William C. Hall (1970), Ph.D. (Duke)  
*Assistant Professor of Anatomy and Assistant Professor of Psychology* 129 Pinecrest Road
- John Hamilton Hallowell (1942), Ph.D. (Princeton), Litt.D.  
*Professor of Political Science* 3606 Darwin Road
- Gerald Myron Halprin (1970), M.D. (Wayne State)  
*Associate in Medicine* 227 Seven Oaks Road
- Iain Hamilton (1962), B.M. (London)  
*Mary Duke Biddle Professor of Music* 202 Erwin Apartments
- John D. Hamilton (1971), M.D. (Colorado)  
*Associate in the Department of Medicine* 3300 East Oak Drive
- Michael Hamilton (1971), M.P.H. (North Carolina)  
*Associate in Community Health Sciences* 105 Old Oxford Road  
Chapel Hill, N. C.

<sup>59</sup>Through 5-31-72.

<sup>60</sup>Through 8-31-72.

<sup>61</sup>Military leave, 6-1-71 through 5-31-73.

<sup>62</sup>Sabbatical leave, fall 1972-73.

<sup>63</sup>Through 8-31-72.

- <sup>64</sup>William Baskerville Hamilton (1936), Ph.D. (Duke)  
*Professor of History* P. O. Box 6727  
 College Station
- Charles B. Hammond (1968), M.D. (Duke)  
*Assistant Professor in Obstetrics and Gynecology* 3521 Mossdale Avenue
- William E. Hammond (1968), Ph.D. (Duke)  
*Associate Professor of Community Health Sciences and  
 Assistant Professor of Biomedical Engineering* 10 Forrestdale Drive
- Moo Young Han (1967), Ph.D. (Rochester)  
*Associate Professor of Physics* 615 Duluth Street
- <sup>65</sup>Philip Handler (1939), Ph.D. (Illinois)  
*James B. Duke Professor of Biochemistry and Nutrition* 2529 Perkins Road
- Stuart Handwerker (1971), M.D. (Maryland)  
*Assistant Professor of Pediatrics* 2951 Friendship Road
- John Kennedy Hanks (1954), M.A. (Columbia)  
*Professor of Music and Lecturer in Church Music* 1810 Glendale Avenue
- Frank Allan Hanna (1948), Ph.D. (Wisconsin)  
*Professor of Economics* 2239 Cranford Road
- Elizabeth B. Harkins (1968), M.S.W. (Pittsburgh)  
*Associate in Psychiatry* 6 Buena Vista Road  
 Asheville, N. C.
- William R. Harlan, Jr. (1972), M.D. (Med. Coll. of Virginia)  
*Professor of Community Health Sciences and Professor  
 of Medicine* 3908 St. Marks Road
- Charles M. Harman (1961), Ph.D. (Wisconsin)  
*Professor of Mechanical Engineering* 2620 McDowell Street
- Merel M. Harmel (1971), M.D. (Johns Hopkins)  
*Professor of Anesthesiology* 3434 Rugby Road
- Ellwood Scott Harrar (1936), Ph.D. (Syracuse), Sc.D.  
*James B. Duke Professor of Wood Science* 2228 Cranford Road
- Philip D. Harriman (1968), Ph.D. (California at Berkeley)  
*Assistant Professor of Biochemistry* 2713 Stuart Drive
- Cecil Craig Harris (1967), M.S. (Tennessee)  
*Associate Professor of Radiology* 2910 Welcome Drive
- Harold Joseph Harris (1960), M.D. (Long Island Coll. of Medicine)  
*Associate Professor of Psychiatry and Assistant  
 Professor of Pediatrics* 2502 Wrightwood Avenue
- Jerome Sylvan Harris (1936), M.D. (Harvard)  
*J. Buren Sidbury Professor of Pediatrics  
 and Associate Professor of Biochemistry* Route 2, Box 427-AA  
 Pleasant Green Road
- Robert B. Hartford (1968), Ph.D. (Cornell)  
*Assistant Professor of Sociology* 2729 Circle Drive
- <sup>66</sup>Gerald W. Hartwig (1970), Ph.D. (Indiana)  
*Assistant Professor of History* 3324 Rolling Hill Road
- William B. Harvey (1972), J.D. (Michigan)  
*Visiting Professor of Law* Apartment 21-B  
 2748 Middleton Street
- William John Harvey (1961), B.S. (Appalachian)  
*Assistant Professor of Physical Education* Route 2, Russell Road
- George Corbin Harwell (1935), Ph.D. (Duke)  
*Associate Professor of English* 2115 Wilson Street
- Albert E. Hathaway (1970), M.D. (Hahnemann)  
*Associate in Community Health Sciences* 4700 Pemberton Drive  
 Raleigh, N. C.
- <sup>67</sup>Clark C. Havighurst (1964), J.D. (Northwestern)  
*Professor of Law* 3610 Dover Road
- Thomas Havrilesky (1969), Ph.D. (Illinois)  
*Associate Professor of Economics* 1508 Alabama Avenue
- David Miller Hawkins (1972), M.D. (Duke)  
*Associate in Psychiatry* Box 195, Old Erwin Road

<sup>64</sup>Deceased 7-17-72.

<sup>65</sup>Leave of absence 7-1-69 through 6-30-74.

<sup>66</sup>Leave of absence, spring 1972-73.

<sup>67</sup>Sabbatical leave 1972-73.

- Willis D. Hawley (1972), Ph.D. (California at Berkeley)  
*Assistant Professor of Policy Sciences and Political Science* 306 Burlage Circle  
Chapel Hill, N. C.
- <sup>68</sup>Thomas D. Hayward (1970), Ph.D. (Washington)  
*Assistant Professor and Research Associate in Physics* 5207 Old Hillsborough Road  
William S. Heckscher (1966), Ph.D. (Hamburg) P. O. Box 6877  
*Benjamin N. Duke Professor of Art* College Station
- Henry Hellmers (1965), Ph.D. (California)  
*Professor of Botany and Professor of Forestry* 1646 Marion Avenue
- Paul A. Helminger (1972), Ph.D. (Duke)  
*Instructor and Research Associate in Physics* 122 Andrews Road
- <sup>69</sup>Carl Helvie (1969), Ph.D. (Johns Hopkins)  
*Associate Professor of Nursing* Howard Lane  
Route 7, Box 72
- <sup>70</sup>James Paisley Hendrix (1938), M.D. (Pennsylvania)  
*Professor of Medicine and Therapeutics* 144 Pinecrest Road
- Robert W. Henkens (1968), Ph.D. (Yale)  
*Assistant Professor of Chemistry* 2116 Pershing Street
- James Donald Henry (1960), M.M. (Indiana)  
*Assistant Professor of Music* 311 W. Delafield Street
- <sup>71</sup>Stuart C. Henry (1959), Ph.D. (Duke)  
*Professor of American Christianity* K-1-A Duke University Apartments
- C. Ward Henson (1967), Ph.D. (Massachusetts Instit. of Tech.)  
*Assistant Professor of Mathematics* 2101 Englewood Avenue
- S. Duncan Heron, Jr. (1950), Ph.D. (North Carolina)  
*Professor of Geology* 4425 Kerley Road
- David G. Herr (1967), Ph.D. (North Carolina)  
*Assistant Professor of Mathematics* 3112 Camelot Street
- Frederick L. Herzog (1960), Th.D. (Princeton)  
*Professor of Systematic Theology* 2936 Chapel Hill Road
- Kathryn A. Hesse (1972), B.S. (Duke)  
*Instructor in Nursing* 2400 Alabama Avenue
- <sup>72</sup>Siegfried Heyden (1966), M.D. (Berlin)  
*Associate Professor of Community Health Sciences* 1407 Arnette Avenue
- Albert Heyman (1953), M.D. (Maryland)  
*Professor of Medicine* 1216 Woodburn Road
- Jacqueline Hijmans (1965), M.D. (State University, Leiden, Holland)  
*Assistant Professor of Medicine and Instructor in Physiology* Route 2, Box 427AA  
Pleasant Green Road
- Gale B. Hill (1967), Ph.D. (Duke)  
*Assistant Professor of Radiology* Route 1, Box 302
- Robert L. Hill (1961), Ph.D. (Kansas)  
*Professor of Biochemistry* 2510 Perkins Avenue
- Frederick R. Hine (1958), M.D. (Yale)  
*Professor of Psychiatry* 2317 Prince Street
- Charles Hirschman (1972), Ph.D. (Wisconsin)  
*Assistant Professor of Sociology* 611 West Markham Avenue
- Richard D. Hobbett (1968), J.D. (Iowa)  
*Professor of Law* 2703 Augusta Drive
- Marcus Edwin Hobbs (1935), Ph.D. (Duke)  
*Professor of Chemistry* 115 Pinecrest Road
- Richard Earl Hodel (1965), Ph.D. (Duke)  
*Associate Professor of Mathematics* 70-D Colonial Apartments
- <sup>73</sup>Carol Clark Hogue (1963), M.S.N. (Duke)  
*Assistant Professor of Nursing* 2913 Welcome Drive
- Luther C. Hollandsworth (1970), M.D. (Bowman Gray)  
*Assistant Professor of Anesthesiology* Route 6, Sherwood Forest  
Chapel Hill, N. C.

<sup>68</sup>Through 7-31-72.

<sup>69</sup>Through 1-31-72.

<sup>70</sup>Retired 8-31-72.

<sup>71</sup>Sabbatical leave 1972-73.

<sup>72</sup>Leave of absence 1972-73.

<sup>73</sup>Through 8-31-72.

- Irving Brinton Holley, Jr. (1947), Ph.D. (Yale)  
*Professor of History* 2506 Wrightwood Avenue
- Frederic B. M. Hollyday (1956), Ph.D. (Duke)  
*Professor of History* 1824 Forest Road
- <sup>74</sup>Wayne J. Holman, III (1971), Ph.D. (Massachusetts Instit.  
of Tech.) Apartment H-15  
4216 Garrett Road
- Visiting Associate Professor of Physics*
- Everett Harold Hopkins (1961), A.M. (Pennsylvania), LL.D.  
*Professor of Education* 1520 Pinecrest Road
- Grace C. Horton (1969), B.S. (Albright)  
*Assistant Professor of Physical Therapy* 8 Greenfield Court
- Theresa Elizabeth Horton (1964), M.S.N.E. (Pittsburgh)  
*Associate Professor of Nursing* Apartment 3  
810 Clarendon Street
- James S. House (1970), Ph.D. (Michigan)  
*Assistant Professor of Sociology* Apartment 26J  
200 Seven Oaks Road
- <sup>75</sup>Dennis Robert Howard (1968), M.D. (Wisconsin)  
*Assistant Professor of Community Health Sciences* 5467 Natchez Way
- Andrew T. Huang (1971), M.D. (Med. Coll. of National  
Taiwan Univ.) 319 Wesley Drive  
Chapel Hill, N. C.
- Assistant Professor of Medicine*
- William R. Hudson (1961), M.D. (Bowman Gray)  
*Professor of Otolaryngology* 504 Compton Place
- Robert Edward Huffman (1971), M.D. (Tennessee)  
*Associate in Psychiatry* Highland Hospital  
Asheville, N. C.
- Alexander Hull (1962), Ph.D. (Washington)  
*Associate Professor of Romance Languages* 2318 Prince Street
- Patricia Ann Humphrey (1972), M.P.H. (North Carolina)  
*Instructor in Nursing* Apartment C-A  
2303 Dednum Street
- Allan S. Hurlburt (1956), Ph.D. (Cornell)  
*Professor of Education* 112 Buchanan Boulevard
- Mary Martin Huse (1959), Ph.D. (Duke)  
*Assistant Professor of Medical Psychology in*  
*Department of Psychiatry and Lecturer in Psychology* Route 7, Box 270  
Ephesus Church Road
- Albert M. J. Hyatt (1972), Ph.D. (Duke)  
*Visiting Associate Professor of History* 302 Woodridge Drive
- William L. Hylander (1971), Ph.D. (Chicago)  
*Assistant Professor of Anatomy and Assistant Professor*  
*of Anthropology* 402 Bon Air
- O. Kelly Ingram (1959), B.D. (Duke)  
*Professor of Parish Ministry* 2728 Sevier Street
- Jacquelyne J. Jackson (1968), Ph.D. (Ohio)  
*Associate Professor of Medical Sociology in the*  
*Department of Psychiatry* 2910 Kanewood Drive
- <sup>76</sup>Wallace Jackson (1965), Ph.D. (Pennsylvania)  
*Associate Professor of English* 1310 Kent Street
- Ann Madeline Jacobansky (1953), M.Ed. (Pittsburgh)  
*Professor of Nursing* H-8, 1200 Leon Street
- <sup>77</sup>Miriam J. Jacobs (1968), Ph.D. (Alabama)  
*Professor of Physical Therapy and*  
*Assistant Professor of Anatomy* Apartment D-14  
1829 Front Street
- Boi Jon Jaeger (1972), Ph.D. (Duke)  
*Associate Professor of Health Administration* 923 West Markham Avenue
- M. M. Jarmakani (1969), M.D. (Damascus)  
*Assistant Professor of Pediatrics and Associate*  
*in Radiology* 2932 Welcome Drive
- John A. Jarrell, Jr. (1972), M.D. (Johns Hopkins)  
*Assistant Professor of Anesthesiology* Apartment 14  
2030 Bedford Street

<sup>74</sup>Through 5-31-72.

<sup>75</sup>Through 9-1-72.

<sup>76</sup>Sabbatical leave, spring 1972-73.

<sup>77</sup>Leave of absence 5-15-72 through 5-14-73.

- Hugo Osvaldo Jauregui (1970), Ph.D. (Duke)  
*Assistant Professor of Pathology* 506 Duluth Street
- Peter Walter Jeffs (1964), Ph.D. (Natal)  
*Professor of Chemistry* 3209 Cromwell Road
- <sup>78</sup>Marianna Duncan Jenkins (1948), Ph.D. (Bryn Mawr)  
*Professor of Art* Apartment 12  
 2132 Bedford Street
- Alan W. Jenks (1966), Th.D. (Harvard)  
*Assistant Professor of Religion* 2904 Herring Boulevard
- <sup>79</sup>Paul H. Jewett (1969), M.D. (Stanford)  
*Assistant Professor of Pediatrics* 3414 Angus Road
- Bronislas de Leval Jezierski (1958), Ph.D. (Harvard)  
*Associate Professor of Slavic Languages and Literatures* 1101 Norwood Avenue
- John P. Jiminez (1965), M.D. (Med. Coll. of Virginia)  
*Associate Professor of Radiology* 1604 Woodburn Road
- Frans F. Jöbbsis (1964), Ph.D. (Michigan)  
*Professor of Physiology* 1542 Hermitage Court
- Frederick Charles Joerg (1947), M.B.A. (Harvard)  
*Professor of Management Sciences and Professor  
 of Forest Management* 2424 Wrightwood Avenue
- <sup>80</sup>Sheridan Waite Johns III (1970), Ph.D. (Harvard)  
*Associate Professor of Political Science* 3219 Waterbury
- Charles B. Johnson (1956), Ed.D. (Duke)  
*Associate Professor of Education* 2714 McDowell Street
- Charles Johnson (1970), M.D. (Howard)  
*Assistant Professor of Medicine* 1026 Jerome Road
- Dale T. Johnson (1967), Ph.D. (Vanderbilt) 108 Biltmore Garden Apartments  
*Assistant Professor of Medical Psychology* Asheville, N. C.
- Edward Anthony Johnson (1963), M.D. (Sheffield)  
*Professor of Physiology and Pharmacology* 1408 Shepherd Street
- Kurt E. Johnson (1971), Ph.D. (Yale)  
*Assistant Professor of Anatomy* 408 North Hyde Park Avenue
- <sup>81</sup>Raleigh F. Johnson, Jr. (1969), Ph.D. (Purdue)  
*Associate in Radiology* 27-B Colonial Apartments
- <sup>82</sup>Terry Walter Johnson, Jr. (1954), Ph.D. (Michigan)  
*Professor of Botany* 2408 Prince Street
- Irwin Johnsrude (1966), M.D. (Manitoba)  
*Associate Professor of Radiology* 2702 Spencer Street
- William Webb Johnston (1963), M.D. (Duke)  
*Associate Professor of Pathology* 1608 University Drive
- William T. Joines (1966), Ph.D. (Duke)  
*Associate Professor of Electrical Engineering* 4010 Deepwood Circle
- Wolfgang Karl Joklik (1968), Ph.D. (Oxford)  
*James B. Duke Professor of Microbiology and  
 Immunology* 3613 Hathaway Road
- Barney L. Jones (1956), Ph.D. (Duke)  
*Professor of Religion* 2622 Pickett Road
- Buford Jones (1962), Ph.D. (Harvard)  
*Associate Professor of English* 4116 Neal Road
- Edward Ellsworth Jones (1953), Ph.D. (Harvard)  
*Professor of Psychology* 2738 Sevier Street
- James David Jones (1963), M.D. (Duke)  
*Assistant Professor of Psychiatry and Assistant  
 Professor of Pediatrics* 3851 Somerset Drive
- Rayford Scott Jones (1971), M.D. (Texas)  
*Associate Professor of Surgery* 3909 Regent Road

<sup>78</sup>Sabbatical leave, spring 1972-73.

<sup>79</sup>Through 9-1-72.

<sup>80</sup>Leave of absence, fall 1972-73.

<sup>81</sup>Through 2-4-72.

<sup>82</sup>Sabbatical leave 1972-73.

- <sup>84</sup>Thomas T. Jones (1958), M.D. (Johns Hopkins)  
*Associate in Community Health Sciences* 2621 Stuart Drive  
 Lyndon K. Jordan (1972), M.D. (Duke)  
*Assistant Professor of Community Health Sciences* 3916 Saint Mark's Road  
<sup>85</sup>Vasudev G. Joshi (1971), Ph.D. (Indian Institute of Science) Apartment K  
*Associate in Pediatrics* 1700 Hillcrest Drive  
 James Kalat (1971), Ph.D. (Pennsylvania)  
*Assistant Professor of Psychology* 1404 Vickers Avenue  
<sup>86</sup>William Arthur Kale (1952), D.D. (Duke)  
*Professor of Christian Education* 500 East Markham Avenue  
<sup>87</sup>William C. Kalke (1968), M.A. (Princeton)  
*Assistant Professor of Philosophy* 2116 Englewood Avenue  
 Henry Kamin (1948), Ph.D. (Duke)  
*Professor of Biochemistry* 2417 Perkins Road  
<sup>88</sup>Edwin L. Kamstock (1971), M.D. (Loyola Univ.)  
*Associate in Pathology* 3823 Lyckan Parkway  
 Henry J. Katz (1967), M.A.T. (Duke)  
*Instructor in Mathematics* 1118 Woodburn Road  
 Samuel Lawrence Katz (1968), M.D. (Harvard) Route 2, Piney Mountain Road  
*Wilbert C. Davison Professor of Pediatrics* Chapel Hill, N. C.  
 William G. Katzenmeyer (1967), Ed.D. (Duke) Apartment 23  
*Associate Professor of Education* 2330 Hilton Avenue  
 Bernard Kaufman (1968), Ph.D. (Indiana)  
*Associate Professor of Biochemistry* 2900 Arnold Road  
 Igor I. Kavass (1972), LL.B. (Melbourne)  
*Professor of Law* 2645 Umstead Road  
 Charles R. Keith (1963), M.D. (Kansas) Route 4, Box 47  
*Associate Professor of Psychiatry* Chapel Hill, N. C.  
 Thomas F. Keller (1959), Ph.D. (Michigan)  
*Professor of Business Administration* 1024 West Markham Avenue  
 Allen Charles Kelley (1972), Ph.D. (Stanford)  
*Professor of Economics* 4607 Chicopee Trail  
 William Nimmons Kelley (1968), M.D. (Emory)  
*Associate Professor of Medicine and Assistant*  
*Professor of Biochemistry* 3500 Donnegale  
<sup>89</sup>Walter Kempner (1934), M.D. (Heidelberg)  
*Professor of Medicine* 1505 Virginia Avenue  
 Patrick D. Kenan (1965), M.D. (Duke)  
*Associate Professor of Otolaryngology* 804 Anderson Street  
<sup>90</sup>M. Eugene Kendall (1971), M.D. (Duke)  
*Associate in Medicine* 4008 Hillgrande Drive  
 Van Leslie Kenyon, Jr. (1945), M.M.E. (Delaware) Route 2  
*Professor of Mechanical Engineering* Hillsborough, N. C.  
 Grace Partridge Kerby (1947), M.D. (Duke)  
*Professor of Medicine* 1108 Wells Street  
 Alan C. Kerckhoff (1958), Ph.D. (Wisconsin)  
*Professor of Sociology* 1511 Pinecrest Road  
 Robert B. Kerr (1965), Ph.D. (Johns Hopkins)  
*Professor of Electrical Engineering* 2220 Elmwood Avenue  
 Kaye H. Kilburn (1962), M.D. (Utah)  
*Professor of Medicine and Assistant Professor of Anatomy* 3935 Hamstead Court  
 Paul Gustan Killenberg (1972), M.D. (Pennsylvania)  
*Assistant Professor of Medicine* 2914 Friendship Drive  
 Sung-Hou Kim (1970), Ph.D. (Pittsburgh) Apartment 18-F  
*Assistant Professor in Biochemistry* 200 Seven Oaks Road

<sup>84</sup>Through 6-30-72.

<sup>85</sup>Through 8-31-72.

<sup>86</sup>Leave of absence, spring 1972-73.

<sup>87</sup>Through 8-31-72.

<sup>88</sup>Through 3-1-72.

<sup>89</sup>Retired 8-31-72.

<sup>90</sup>Through 6-23-72.

- Burton B. King (1967), M.A. (Northwestern)  
*Associate in Audiology in the Division of Otolaryngology*  
*in the Department of Surgery* 3404 Duke Homestead Road
- Thomas DeArman Kinney (1960), M.D. (Duke)  
*R. J. Reynolds Tobacco Company Professor of*  
*Medical Education and Professor of Pathology* 3120 Devon Road
- Marcel Kinsbourne (1967), M.D. (Oxford)  
*Associate Professor of Pediatrics and Neurology*  
*and Lecturer in Psychology* 2528 Wrightwood Avenue
- Ralph Gary Kirk (1970), Ph.D. (Yale)  
*Assistant Professor of Physiology* 4155 Deepwood Circle
- Warren Kirkendale (1967), Dr.Phil. (Vienna)  
*Associate Professor of Musicology* 2422 Tryon Road
- Norman Kirshner (1956), Ph.D. (Pennsylvania State)  
*Professor of Biochemistry and Professor of*  
*Experimental Surgery* 2524 Wrightwood Avenue
- Paul M. Kirwin (1969), Ph.D. (Texas)  
*Associate in Medical Psychology in the Department*  
*of Psychiatry* 10 Tennyson Place
- Joseph Weston Kitchen, Jr. (1962), Ph.D. (Harvard)  
*Associate Professor of Mathematics* 1600 Delaware Avenue
- Joseph E. Klause (1972), M.S. (George Washington)  
*Professor of Naval Science* 5851 Sandstone Drive
- Gordon K. Klintworth (1964), Ph.D. (Witwatersrand, South Africa)  
*Associate Professor of Pathology* 2718 Spencer Street
- Peter H. Klopfer (1958), Ph.D. (Yale)  
*Professor of Zoology* Route 1, Box 184  
Tierreich Farm Route
- Conrad Merton Knight (1961), B.S. (Norwich)  
*Associate in Radiology and Associate in Community*  
*Health Sciences* 4603 Blanchard Road
- Kenneth R. Knoerr (1961), Ph.D. (Yale)  
*Professor of Forest Meteorology and Associate Professor*  
*of Biometeorology* 1608 Woodburn Road
- Lt. Col. Frederick W. Knops, Jr. (1971), M.S. (Rensselaer Polytechnic Institute)  
*Professor of Aerospace Studies* 7 Tarra Place
- Yi-Hong Kong (1967), M.D. (National Defense Medical Center,  
Taipei, Taiwan)  
*Assistant Professor of Medicine* 2814 Dekalb Street
- J. Mailen Kootsey (1971), Ph.D. (Brown)  
*Assistant Professor of Physiology* 1610 Sycamore Street
- Allen Kornberg (1965), Ph.D. (Michigan)  
*Professor of Political Science* 23 Scott Place
- Wesley Kort (1965), Ph.D. (Chicago)  
*Associate Professor of Religion* 3514 Winding Way
- <sup>91</sup>Phaedon John Kozyris (1971), J.D. (Cornell)  
*Visiting Professor of Law* 2220 Elmwood Avenue
- David Kraines (1970), Ph.D. (California at Berkeley)  
*Assistant Professor of Mathematics* 408 Swift Avenue
- Paul Jackson Kramer (1931), Ph.D. (Ohio State)  
*James B. Duke Professor of Botany* 2251 Cranford Drive
- Richard B. Kramer (1968), Ph.D. (Chicago)  
*Assistant Professor of Psychology* 110 Buchanan Boulevard
- Richard Spencer Kramer (1972), M.D. (Duke)  
*Associate of Neurosurgery* 3508 Tonbridge Way
- Deborah W. Kredich (1971), M.D. (Michigan)  
*Associate in Pediatrics* 57 Kimberly Drive
- Nicholas M. Kredich (1968), M.D. (Michigan)  
*Assistant Professor of Medicine and Assistant Professor of*  
*Biochemistry* 57 Kimberly Drive

<sup>91</sup>Through 8-31-72.

- Irwin Kremen (1963), Ph.D. (Harvard)  
*Assistant Professor of Psychology and Assistant Professor of Medical Psychology in the Department of Psychiatry* 216 Forestwood Drive  
 William B. Kremer (1966), M.D. (Upstate Medical School, New York)  
*Assistant Professor of Medicine* 2802 Legion Avenue
- Juanita M. Kreps (1955), Ph.D. (Duke)  
*James B. Duke Professor of Economics* 1407 West Pettigrew Street
- Jonathan H. Kress (1972), B.A. (Harvard)  
*Instructor in Anthropology* 265 Psychology-Sociology
- William R. Krigbaum (1952), Ph.D. (Illinois), D.Sc.  
*James B. Duke Professor of Chemistry* 2504 Wilson Street
- Robert C. Krueger (1961), D.Phil. (Oxon.)  
*Associate Professor of English* Route 2, Box 484  
 Apartment 3
- Ronald P. Krueger (1969), M.D. (Duke)  
*Assistant Professor of Pediatrics* 2029 Bedford Street
- Arnold D. Krugman (1964), Ph.D. (Kentucky)  
*Associate Professor of Medical Psychology in the Department of Psychiatry and Lecturer in Psychology* 2605 Tanglewood Drive
- Magnus Jan Krynski (1966), Ph.D. (Columbia)  
*Associate Professor of Slavic Languages and Literatures* 1004 West Markham
- Arthur J. Kuhn (1971), Ph.D. (California at Berkeley)  
*Associate Professor of Business Administration* 1113 Camden Avenue
- W. W. Kulski (1963), LL.D. (Paris)  
*James B. Duke Professor of Russian Affairs in the Department of Political Science* 1624 Marion Avenue
- Johannes A. Kylstra (1965), Ph.D. (Leiden)  
*Professor of Medicine and Associate Professor of Physiology* 2924 Friendship Road  
 Route 1  
 Mt. Sinai Road
- Weston LaBarre (1946), Ph.D. (Yale)  
*James B. Duke Professor of Anthropology*
- Leon Lack (1965), Ph.D. (Columbia)  
*Professor of Pharmacology* 2936 Welcome Drive
- Creighton Lacy (1953), B.D., Ph.D. (Yale)  
*Professor of World Christianity* 2714 Dogwood Road
- Thomas J. Lada (1972), M.S. (Notre Dame)  
*Instructor in Mathematics* 69-C Colonial Apartments
- <sup>92</sup>Martin Lakin (1958), Ph.D. (Chicago)  
*Professor of Medical Psychology in Department of Psychiatry and Professor of Psychology* 2709 McDowell Street
- Celia Lamper (1971), M.S.N. (Duke)  
*Assistant Professor of Nursing* 1816 Guess Road  
 Apartment 19
- Norma Landau (1972), M.A. (Toronto)  
*Instructor in History* 1000 North Duke Street
- <sup>93</sup>Richard Landeira (1970), Ph.D. (Indiana)  
*Assistant Professor of Romance Languages* 3723 Sunnyside Drive
- Maurice B. Landers, III (1969), M.D. (Michigan)  
*Assistant Professor of Ophthalmology* 2965 Friendship Road
- David J. Lang (1968), M.D. (Harvard)  
*Associate Professor of Pediatrics and Assistant Professor of Virology* Route 2, Box 440  
 12-D Towne House Apartments  
 Chapel Hill, N. C.
- Thomas A. Langford (1956), B.D., Ph.D. (Duke)  
*Professor of Systematic Theology* 2002 Dartmouth Drive
- <sup>94</sup>John Tate Lanning (1927), Ph.D. (California)  
*James B. Duke Professor of History* 3007 Surrey Road
- Karoly Lapis (1972), M.D. (Budapest, Hungary)  
*Visiting Professor of Experimental Surgery* 1315 Morreene Road
- Arthur Larson (1958), D.C.L. (Oxford)  
*Professor of Law* 2030 Bedford Street

<sup>92</sup>Sabbatical leave 1972-73.

<sup>93</sup>Leave of absence 1972-73.

<sup>94</sup>Retired 8-31-72.

- John Laszlo (1960), M.D. (Harvard)  
*Professor of Medicine* Route 1, Box 266  
 Cornwallis Road
- Elvin Remus Latty (1937), J.Sc.D. (Columbia)  
*William R. Perkins Professor of Law* 3620 Hathaway Road
- Peter Lauf (1968), M.D. (Freiburg)  
*Associate Professor of Physiology and Assistant  
 Professor of Immunology* 3535 Hamstead Court  
 814 Churchill  
 Chapel Hill, N. C.
- Danny J. Laughhunn (1968-69; 1972), D.B.A. (Illinois)  
*Associate Professor of Business Administration*
- Bruce B. Lawrence (1971), Ph.D. (Yale)  
*Assistant Professor of Religion* 2702 Stuart Drive
- <sup>95</sup>Patricia Lawrence (1964), M.A. (Columbia)  
*Associate in Community Health Sciences* 4711 Easley Street
- Richard H. Leach (1955), Ph.D. (Princeton)  
*Professor of Political Science* 1313 Woodburn Road
- John LeBar (1965), M.S. (Kansas State Teachers Coll.)  
*Instructor in Physical Education* 923 Demerius Street
- Harold E. Lebovitz (1962), M.D. (Pittsburgh)  
*Professor of Medicine and Assistant Professor of Physiology* 1847 Woodburn Road
- Ching-muh Lee (1972), M.D. (National Taiwan Univ.)  
*Assistant Professor of Anesthesiology* 211 Parthenia Drive
- Soong H. Lee (1972), M.D. (Seoul National Univ., Korea)  
*Associate in Psychiatry* 1404 East Chaloner Drive  
 Roanoke Rapids, N. C.
- Jack A. Lees (1971), Ph.D. (Chicago)  
*Assistant Professor of Mathematics* 2216 Elba Street
- <sup>96</sup>John C. LeMay (1961), D.V.M. (Georgia)  
*Professor of Laboratory Animal Services* Route 8, Box 347  
 Goodwin Road
- Warren Lerner (1961), Ph.D. (Columbia)  
*Professor of History* 2948 Friendship Road
- Richard G. Lester (1965), M.D. (Columbia)  
*Professor of Radiology* 2703 Montgomery Avenue
- Michael E. Levine (1972), LL.B. (Yale)  
*Visiting Professor of Law* 1028 Highland Woods  
 Chapel Hill, N. C.
- <sup>97</sup>David Edmund Lewis (1968), M.A. (Northern Michigan)  
*Associate in Community Health Sciences* Route 8  
 Sandlewood Drive
- Harold Walter Lewis (1946), Ph.D. (Duke)  
*Professor of Physics* 1708 Woodburn Road
- Martha Modena Lewis (1933), M.A. (Columbia)  
*Professor of Physical Education* 407 Erwin Apartments
- Melvin Lieberman (1968), Ph.D. (Downstate Medical Center)  
*Assistant Professor of Physiology and Pharmacology* 1110 Woodburn Road
- Harold A. Liebowitz (1972), Ph.D. (Pennsylvania)  
*Visiting Assistant Professor of Religion* 1200 Leon Street
- John L. Lievsay (1962), Ph.D. (Washington)  
*James B. Duke Professor of English* 2725 Montgomery Street
- <sup>98</sup>Darwyn E. Linder (1965), Ph.D. (Minnesota)  
*Associate Professor of Psychology* 4029 Nottaway Road
- L. Sigfred Linderoth (1965), M.S. (Iowa State)  
*Professor of Mechanical Engineering* 2220 Whitley Drive
- Charles Harris Livengood, Jr. (1946), LL.B. (Harvard)  
*Professor of Law* 2804 Chelsea Circle
- Daniel A. Livingstone (1956), Ph.D. (Yale)  
*Professor of Zoology* 2827 Ridge Road
- Charles E. Llewellyn, Jr. (1955), M.D. (Medical College of Virginia)  
*Associate Professor of Psychiatry* 3550 Hamstead Court
- Jane Marie Lloyd (1961), M.A. (North Carolina)  
*Assistant Professor of Physical Education* 704 Louise Circle
- Charles H. Lochmüller (1969), Ph.D. (Fordham)  
*Assistant Professor of Chemistry* 3203 Mossdale Avenue

<sup>95</sup>Through 8-31-72.

<sup>96</sup>Sabbatical leave 10-1-72 through 9-30-73.

<sup>97</sup>Through 11-1-72.

<sup>98</sup>Through 8-31-72.

- Gregory Lockhead (1965), Ph.D. (Johns Hopkins)  
*Professor of Psychology* 3616 South Court Street  
Palo Alto, California
- <sup>99</sup>Gerald L. Logue (1971), M.D. (Pittsburgh)  
*Associate in Medicine* 200 Parthenia Drive
- Christian M. Lohner (1970), M.A. (George Washington)  
*Visiting Assistant Professor of Aerospace Studies* 3315 Powers Lane
- <sup>100</sup>E. Croft Long (1956), Ph.D. (London)  
*Professor of Community Health Sciences; Associate Professor*  
*of Physiology and Pharmacology; and Associate in Pediatrics* Route 7, Box 218  
Erwin Road
- Juanita Lee Long (1970), M.S. (North Carolina)  
*Assistant Professor of Nursing* 216 Brook Lane
- William K. Longley (1968), Ph.D. (London)  
*Associate Professor of Anatomy* 47 Lebanon Circle
- James Stavert Loos (1972), Ph.D. (Illinois)  
*Assistant Professor of Physics* 1015 Demerius Street
- Laura R. Love (1971), Ph.D. (Texas)  
*Associate in Medical Speech Pathology in the*  
*Department of Surgery* 2105 So-Hi Drive  
Route 3, Box 273  
Old Apex Road
- Hans Lowenbach (1940), M.D. (Hamburg)  
*Professor of Psychiatry and Assistant Professor of Pediatrics*
- Richard Albert Lucas (1972), Ph.D. (North Carolina)  
*Associate in Medical Psychology in the Department of*  
*Psychiatry* 312 McCauley  
Chapel Hill, N. C.
- Ronald B. Luftig (1969), Ph.D. (Chicago)  
*Assistant Professor of Microbiology* 5115 Old Well Street
- John G. Lundberg (1970), Ph.D. (Michigan)  
*Assistant Professor of Zoology* 1619 Peace Street
- <sup>101</sup>Peter L. Lutz (1970), Ph.D. (Glasgow Univ.)  
*Temporary Assistant Professor of Zoology* 814 Onslow Street
- William S. Lynn, Jr. (1954), M.D. (Columbia)  
*Professor of Medicine and Associate Professor of*  
*Biochemistry* Route 1, Box 296-C  
Hillsborough, N. C.
- George W. Lynts (1965), Ph.D. (Wisconsin)  
*Associate Professor of Geology* 3328 Rolling Hill Road
- George M. Lyon, Jr. (1967), M.D. (Duke)  
*Assistant Professor of Pediatrics* 69-B Colonial Apartments
- John Nelson MacDuff (1956), M.M.E. (New York)  
*Professor of Mechanical Engineering* 2733 Dogwood Road
- Barry B. MacKichan (1970), Ph.D. (Stanford)  
*Assistant Professor of Mathematics* Route 6, Box 262  
Chapel Hill, N. C.
- <sup>102</sup>Ian R. MacNeil (1971), J.D. (Harvard)  
*Visiting Professor of Law* 2917 Welcome Drive
- <sup>103</sup>Angus M. McBryde (1931), M.D. (Pennsylvania)  
*Professor of Pediatrics* 3406 Westover Road
- Kenneth Scott McCarty (1959), Ph.D. (Columbia)  
*Professor of Biochemistry* 2713 Dogwood Road
- Thomas E. McCollough (1961), Th.D. (Southern Baptist Theological Seminary)  
*Associate Professor of Religion* 2722 Circle Drive
- Donald E. McCollum (1962), M.D. (Bowman Gray)  
*Professor of Orthopaedic Surgery* 2207 Wilshire Drive
- George M. McCord, Jr. (1971), M.D. (Emory)  
*Assistant Professor of Radiology* 3211 Denise Street
- Joe M. McCord (1972), Ph.D. (Duke)  
*Associate in Experimental Medicine and Associate*  
*in Biochemistry* 6001 LaSalle Street
- Alice L. McCrea (1961), M.S. (Chicago)  
*Assistant Professor of Radiation Therapy* 2911 Umstead Road

<sup>99</sup>Through 6-30-72.

<sup>100</sup>Leave of absence 1-1-71 through 6-30-73.

<sup>101</sup>Through 5-31-72.

<sup>102</sup>Through 8-31-72.

<sup>103</sup>Retired 8-31-72.

- Thomas Edward McDonnell (1971) M.A. (Fordham)  
*Visiting Assistant Professor of Naval Science* 4043 Kelly Drive
- Marjorie B. McElroy (1970), Ph.D. (Northwestern)  
*Assistant Professor of Economics* Route 5, Box 195-A  
 Chapel Hill, N. C.
- James A. McFarland (1968), M.D. (Johns Hopkins)  
*Assistant Professor of Community Health Sciences and Assistant  
 Professor of Medicine* 2704 Sevier Street
- Philip A. McHale (1972), Ph.D. (Duke)  
*Associate in Medicine and Associate in Physiology* 608 North Gregson Street
- <sup>104</sup>Thomas M. McInnis, Jr. (1971), Ph.D. (North Carolina)  
*Temporary Instructor in Zoology* 3-J Villa Apartments  
 1505 Duke University Road
- Patrick Allen McKee (1969), M.D. (Oklahoma)  
*Assistant Professor of Medicine and Assistant Professor  
 of Biochemistry* 2616 Augusta Drive
- John C. McKinney (1957), Ph.D. (Michigan)  
*Professor of Sociology and Professor of Medical  
 Sociology in the Department of Psychiatry* Route 8, Box 286
- Mary Helen McLachlan (1958), M.A. (Missouri)  
*Associate Professor of Dietetics and Acting Director* 2022 Bivins Street
- Byron D. McLees (1967-69; 1971), Ph.D. (Johns Hopkins)  
*Assistant Professor of Medicine* 108 Pawnee Court
- Robert McLelland (1972), M.D. (Cincinnati)  
*Associate Professor of Radiology* 3716 St. Marks Road
- Michael E. McLeod (1966) M.D. (Duke)  
*Assistant Professor of Medicine* 4007 Deepwood Circle
- Samuel M. McMahon (1968), M.D. (Ohio State)  
*Assistant Professor of Medicine* 5343 Yardley Terrace
- Thomas Joseph McManus (1961), M.D. (Boston)  
*Associate Professor of Physiology and Pharmacology* 1408 Oakland Avenue
- Andrew McPhail (1968), Ph.D. (Glasgow)  
*Associate Professor of Chemistry* 5305 Partridge Street
- Harry Thurman McPherson (1955), M.D. (Duke)  
*Professor of Medicine* 3915 Nottaway Road
- George L. Maddox (1960), Ph.D. (Michigan State)  
*Professor of Sociology and Professor of  
 Medical Sociology in the Department of Psychiatry* 2750 McDowell Street
- <sup>105</sup>Henry G. Magendantz (1970), M.D. (Duke)  
*Assistant Professor of Obstetrics and Gynecology* 3306 Rolling Hill Road
- Moses Stephen Mahaley (1965), Ph.D. (Duke)  
*Assistant Professor of Neurosurgery and Assistant Professor  
 of Anatomy* 3940 Nottaway Road
- <sup>106</sup>Edward P. Mahoney (1965), Ph.D. (Columbia)  
*Associate Professor of Philosophy* Apartment 49  
 1000 North Duke Street
- Steven Maier (1971), Ph.D. (Stanford)  
*Assistant Professor of Business Administration* Apartment D-8  
 1829 Front Street
- Lazaro J. Mandel (1972), Ph.D. (Pennsylvania)  
*Assistant Professor of Physiology* 2027 Bivins Street
- Anne W. Mandetta (1972), M.S.P.H. (North Carolina)  
*Instructor in Nursing* 3822 Hillgrand Drive
- Charles Edward Mann (1970), B.S. (U. S. Naval Academy)  
*Visiting Assistant Professor of Naval Science* 3503 Winding Way
- Charles Milton Mansbach (1970) M.D. (New York)  
*Assistant Professor of Medicine* 2431 Tryon Road
- <sup>107</sup>Mark Mantuani (1971), Ph.D. (Duke)  
*Visiting Assistant Professor of Geology* 1609 Cole Mill Road
- Peter N. Marinos (1968), Ph.D. (North Carolina State)  
*Professor of Electrical Engineering* 9-C Anderson Street Apartments

<sup>104</sup>Through 5-31-72.

<sup>105</sup>Through 8-31-72.

<sup>106</sup>Sabbatical leave, 1972-73.

<sup>107</sup>Through 5-31-72.

- Sidney David Markman (1947), Ph.D. (Columbia)  
*Professor of Art History and Archaeology* 919 Urban Avenue
- Patricia H. Marshall (1971), LL.M. (Harvard)  
*Professor of Law* 1609 Ward Street
- Gail R. Marsh (1969), Ph.D. (Iowa)  
*Assistant Professor of Medical Psychology in the Department of Psychiatry* 1506 Southwood Place
- David V. Martin (1962), Ed.D. (Duke)  
*Associate Professor of Education* 1527 Hermitage Court
- <sup>108</sup>Joan C. Martin (1969), Ph.D. (Florida State Univ.)  
*Assistant Professor of Medical Psychology in the Department of Psychiatry* 2921 Buckingham Road  
 Box 2475
- <sup>109</sup>Robert M. Martin, Jr. (1970), M.D. (Emory)  
*Associate in Psychiatry* 217 Riverdale Drive
- Salutario J. R. Martinez (1971), M.D. (Univ. of Havana)  
*Assistant Professor of Radiology* 1111 Little Creek Street
- William M. Mason (1970), Ph.D. (Chicago)  
*Assistant Professor of Sociology* 1601 Hermitage Court
- Raymond Massengill, Jr. (1964), Ed.D. (Virginia)  
*Associate Professor of Medical Speech Pathology, Division of Plastic and Maxillofacial Surgery* 2734 Spencer Street
- Jane S. Mathews (1971) M.P.H. (North Carolina)  
*Assistant Professor of Physical Therapy and Assistant Professor of Community Health Sciences* 300 Rutledge Avenue
- Seymour Mauskopf (1964), Ph.D. (Princeton)  
*Associate Professor of History* 1900 Glendale Avenue
- David W. Maves (1972), A.Mus.D. (Michigan)  
*Visiting Assistant Professor of Music* Rural Route 2, Box 27  
 Hillsborough, N. C.
- Demmie G. Mayfield (1964), M.D. (Texas)  
*Associate Professor of Psychiatry* Apartment 3  
 1923 Bedford Street
- Otto Meier, Jr. (1934), Ph.D. (Pennsylvania)  
*Professor of Electrical Engineering* 113 Pinecrest Road
- Elgin W. Mellown (1965), Ph.D. (London)  
*Associate Professor of English* 1004 Minerva Avenue
- Lorne Mendell (1968), Ph.D. (Massachusetts Instit. of Tech.)  
*Assistant Professor of Physiology and Pharmacology* 16-F Sharon Heights  
 Chapel Hill, N. C.
- Daniel B. Menzel (1971), Ph.D. (California)  
*Associate Professor of Pharmacology and Associate Professor of Experimental Medicine* 932 Clarion Drive
- <sup>110</sup>James L. Meriam (1963), Ph.D. (Yale)  
*Professor of Engineering Mechanics* 3434 Rugby Road
- Richard S. Metzgar (1962), Ph.D. (Buffalo)  
*Professor of Immunology* 3616 Westover Road
- Horst Meyer (1959), Ph.D. (Zurich)  
*Professor of Physics* 2716 Montgomery Street
- Eric M. Meyers (1969), Ph.D. (Harvard)  
*Associate Professor of Religion* 3202 Waterbury Drive
- M. Victor Michalak (1950), Ph.D. (Indiana)  
*Associate Professor of English* 804 Louise Circle
- Paul A. Mickey (1970), Th.D. (Princeton)  
*Assistant Professor of Pastoral Theology* 1100 Woodburn Road
- Donald S. Miller (1969), M.D. (Harvard)  
*Assistant Professor of Medicine* Route 2, Box 482  
 Hillsborough, N. C.
- Gustavus H. Miller (1955), Ph.D. (Michigan)  
*Assistant Professor of Romance Languages* Bartram Drive  
 Chapel Hill, N. C.
- <sup>111</sup>Martin A. Miller (1970), Ph.D. (Chicago)  
*Assistant Professor of History* 619 Hammond Street

<sup>108</sup>Through 6-30-72.

<sup>109</sup>Deceased 2-21-72.

<sup>110</sup>Through 8-31-72.

<sup>111</sup>Leave of absence 1972-73.

- |   |                                 |
|---|---------------------------------|
| Elliott Mills (1968), Ph.D. (Columbia)  | Route 5, Timberlake             |
| <i>Assistant Professor of Physiology and Pharmacology</i>   | Chapel Hill, N. C.              |
| Wilma A. Minniear (1964), M.S.N. (Western Reserve)  |                                 |
| <i>Professor of Nursing</i>   | 5203 Shady Bluff Street         |
| William Thomas Earle Mishler, II (1972) M.A. (Duke)   |                                 |
| <i>Lecturer in Political Science</i>  | 3732 Sunnyside Drive            |
| Gerald C. Monsman (1965), Ph.D. (Johns Hopkins)   |                                 |
| <i>Associate Professor of English</i>   | 1421 N. Mangum Street           |
| Kathryn A. Montgomery (1972), M.S. (Minnesota)  | Apartment 22-G                  |
| <i>Assistant Professor of Nursing</i>   | 2836 Chapel Hill Road           |
| Byron T. Mook (1971), B.A. (Oberlin)  |                                 |
| <i>Instructor in Political Science</i>  | 802 Green Street                |
| John W. Moore (1961), Ph.D. (Virginia)  | 605 Kenmore Road                |
| <i>Professor of Physiology</i>  | Chapel Hill, N. C.              |
| Lawrence C. Moore, Jr. (1966), Ph.D. (California Instit. of Tech.)  |                                 |
| <i>Associate Professor of Mathematics</i>   | 2104 Sprunt Street              |
| James J. Morris (1963), M.D. (State Univ. of New York)  |                                 |
| <i>Associate Professor of Medicine</i>  | 2903 Buckingham Road            |
| <sup>112</sup> Christopher Morse (1971), S.T.M. (Union Theological Seminary, New York)                            |                                 |
| <i>Visiting Instructor of Systematic Theology</i>   | 116 Buchanan Boulevard          |
| John D. Moses (1970), Ph.D. (Duke)  |                                 |
| <i>Instructor in Physics</i>  | 4 Ashley Road                   |
| <sup>113</sup> Montrose J. Moses (1959), Ph.D. (Columbia)   |                                 |
| <i>Professor of Anatomy</i>   | 152 Pinecrest Road              |
| Earl George Mueller (1945), Ph.D. (Iowa)  |                                 |
| <i>Professor of Art</i>   | 1516 Kent Street                |
| <sup>114</sup> Julia Wilkinson Mueller (1939-41; 1946), M.A. (Iowa)   |                                 |
| <i>Professor of Music</i>   | 1516 Kent Street                |
| Bruce Muga (1967), Ph.D. (Illinois)   |                                 |
| <i>Associate Professor of Civil Engineering</i>   | 4110 King Charles Road          |
| Bruce R. Munson (1970), Ph.D. (Minnesota)   |                                 |
| <i>Assistant Professor of Mechanical Engineering</i>  | 2128 Englewood Avenue           |
| <sup>115</sup> Arvin W. Murch (1969), Ph.D. (Yale)  |                                 |
| <i>Assistant Professor of Sociology</i>   | 2708 Circle Drive               |
| Roland Murphy (1967-68; 1971), S.T.D. (Catholic Univ.)  | 211 McCauley Street             |
| <i>Professor of Old Testament</i>   | Chapel Hill, N. C.              |
| Francis J. Murray (1960), Ph.D. (Columbia)  |                                 |
| <i>Professor of Mathematics</i>   | 1011 Homer Street               |
| James C. Murray (1967), Ph.D. (Cornell)   |                                 |
| <i>Assistant Professor in Romance Languages</i>   | 9-B Anderson Street Apartments  |
| William J. Murray (1972), Ph.D. (Wisconsin)   |                                 |
| <i>Associate Professor of Anesthesiology</i>  | 135 Pinecrest Road              |
| Gerard Musante (1971), Ph.D. (Tennessee)  |                                 |
| <i>Associate in Medical Psychology in the Department of Psychiatry and Associate in Community Health Sciences</i> | Apartment 4<br>603 Watts Street |
| <sup>116</sup> A. Wendell Musser (1963), M.D. (Indiana)   | 1231 Sumersset                  |
| <i>Associate Professor of Pathology</i>   | McLean, Va.                     |
| Gene Ebert Myers (1972), M.D. (Pennsylvania)  | Apartment D-17                  |
| <i>Associate in Medicine</i>  | 1829 Front Street               |
| George C. Myers (1968) Ph.D. (Washington)   |                                 |
| <i>Professor of Sociology</i>   | 12 Scott Place                  |
| Hiroshi Nagaya (1966), M.D. (Tokyo)   |                                 |
| <i>Assistant Professor of Medicine</i>  | 2910 Friendship Road            |
| <sup>117</sup> Toshio Narahashi (1962-63; 1965), Ph.D. (Tokyo)  |                                 |
| <i>Professor of Physiology</i>  | 2964 Friendship Road            |

<sup>112</sup>Through 5-31-72.

<sup>114</sup>Sabbatical leave, spring 1972-73.

<sup>116</sup>Through 9-30-72.

- James L. Nash (1972), M.D. (Duke)  
*Assistant Professor of Psychiatry* 2815 Welcome Drive
- <sup>118</sup>Thomas H. Nash, Jr. (1959), M.A. (North Carolina)  
*Assistant Professor of Mechanical Engineering* 2527 Wrightwood Avenue
- Blaine S. Nashold, Jr. (1957), M.D. (McGill)  
*Associate Professor of Surgery in Division of Neurosurgery* 410 East Forest Hills Boulevard
- Sydney H. Nathans (1966), Ph.D. (Johns Hopkins)  
*Assistant Professor of History* 1627 Marion Avenue
- Dorothy E. Naumann (1963), M.D. (Syracuse)  
*Associate in Community Health Sciences* 2404 Tampa Avenue
- Aubrey Willard Naylor (1952), Ph.D. (Chicago)  
*James B. Duke Professor of Botany* Apartment 13-F  
600 LaSalle Street
- Thomas Herbert Naylor (1964), Ph.D. (Tulane)  
*Professor of Economics and Computer Science* 2727 Spencer Street
- Francis A. Neelon (1969), M.D. (Harvard)  
*Assistant Professor of Medicine* 2216 West Club Boulevard
- <sup>119</sup>Glenn Robert Negley (1946), Ph.D. (Chicago)  
*Professor of Philosophy* Apartment 8  
2330 Hilton Avenue
- Charles W. Neville, Jr. (1964), M.D. (Vanderbilt)  
*Associate Professor of Psychiatry* 56 Woodbury Road  
Asheville, N. C.
- Barbara Carol Newborg (1952), M.D. (Johns Hopkins)  
*Assistant Professor of Medicine* 1503 Virginia Avenue
- Henry Winston Newson (1948), Ph.D. (Chicago)  
*James B. Duke Professor of Physics* 1111 North Gregson Street
- Francis Newton (1967), Ph.D. ((North Carolina)  
*Professor of Latin* 2809 Legion Avenue  
Route 3  
Hillsborough, N. C.
- Khye Weng Ng (1970), M.B.B.S. (Malaya)  
*Assistant Professor of Medicine* 5809 Sanstone Drive
- Jack L. Nichols (1970), Ph.D. (Alberta)  
*Assistant Professor of Microbiology* 824 Anderson Street
- William McNeal Nicholson (1935), M.D. (Johns Hopkins)  
*Professor of Medicine*
- <sup>120</sup>R. Bruce Nicklas (1965), Ph.D. (Columbia)  
*Professor of Zoology* 3101 Camelot Court
- Robert J. Niess (1972), Ph.D. (Minnesota)  
*Professor of Romance Languages* 2709 Spencer Street
- Charles E. V. Nixon (1971), Ph.D. (Columbia)  
*Assistant Professor of Classical Studies* 1103 North Gregson Street
- Loren W. Nolte (1966), Ph.D. (Michigan)  
*Professor of Electrical Engineering and Professor of Biomedical Engineering* 2708 Sevier Street
- Charles Bryan Norton (1971), M.D. (Duke)  
*Associate in Psychiatry* 4637 Pinedale Drive
- Thomas T. Norton (1972), Ph.D. (California at Los Angeles)  
*Assistant Professor of Psychology and Physiology* Apartment 22-I  
2836 Chapel Hill Road
- Sue Norville (1966), M.S.N. (Emory)  
*Associate Professor of Nursing* Apartment 28-D  
705 Louise Circle
- David W. Novak (1970), Ph.D. (Kentucky)  
*Assistant Professor of Medical Psychology in the Department of Psychiatry* Apartment 15  
18 Balmoray Court
- Richey A. Novak (1969), Ph.D. (Johns Hopkins)  
*Assistant Professor of German* 3927 Swarthmore Road
- John B. Nowlin (1967), M.D. (Duke)  
*Assistant Professor in Community Health Sciences* Apartment 1  
2711 Bedford Street
- Yasuhiko Nozaki (1966), Ph.D. (Tokyo)  
*Associate in Biochemistry* 2810 Stuart Drive

<sup>118</sup>Through 8-31-72.

<sup>119</sup>Sabbatical leave 1972-73.

<sup>120</sup>Sabbatical leave 1972-73.

- <sup>121</sup>James G. Nuckolls (1971), M.D. (Duke)  
*Associate in Medicine* 120 Newell Street
- Holger Olof Nygard (1960), Ph.D. (California)  
*Professor of English* 4015 Cole Mill Road
- Charles George Oakes (1972), Ph.D. (Emory)  
*Assistant Professor of Community Health Sciences* 326 Azalea Drive  
 Chapel Hill, N. C.
- John F. Oates (1967), Ph.D. (Yale)  
*Professor of Classical Studies* 1025 Dacian Avenue
- William M. O'Barr (1969), Ph.D. (Northwestern)  
*Assistant Professor of Anthropology* 1700 Shawnee Street
- Maryjoan O'Brien (1972), M.S.N. (Duke)  
*Instructor in Nursing* Apartment D-234  
 2526 Erwin Road
- Walter D. Obrist (1957), Ph.D. (Northwestern)  
*Professor of Medical Psychology in Department of  
 Psychiatry and Lecturer in Psychology* 2604 McDowell Street
- Guy Leary Odom (1943), M.D. (Tulane)  
*Professor of Neurosurgery* 2812 Chelsea Circle
- William M. O'Fallon (1965), Ph.D. (North Carolina)  
*Associate Professor of Community Health Sciences  
 and Assistant Professor of Mathematics* Glen Heights  
 Chapel Hill, N. C.
- Fearghus T. O'Foghludha (1970), Ph.D. (National Univ. of Ireland)  
*Professor of Radiology* 1513 Pinecrest Road
- H. Newland Oldham, Jr. (1970), M.D. (Baylor)  
*Assistant Professor of Surgery* 1300 Oakland
- <sup>122</sup>Samuel R. Oleinick (1969), Ph.D. (Pennsylvania)  
*Assistant Professor of Immunology* 1902 Cole Mill Road
- Henry Olela (1972), Ph.D. (Florida State Univ.)  
*Assistant Professor of Black Studies* Apartment M-10  
 700 Morreene Road
- <sup>123</sup>Harold Oliver (1970), M.F.A. (Princeton)  
*Visiting Assistant Professor of Music* 1509 Hollywood Street
- John Robert Olson, Jr. (1972), M.D. (Indiana)  
*Associate in Radiology* 1305 Rosemary Avenue
- <sup>124</sup>F. Hodge O'Neal (1959), S.J.D. (Harvard)  
*James B. Duke Professor of Law* Route 1, Box 172  
 Mt. Sinai Road
- Edward Stewart Orgain (1934), M.D. (Virginia)  
*Professor of Medicine* 3321 Devon Road
- James R. O'Rourke, Jr. (1972), M.D. (Kentucky)  
*Associate in Community Health Sciences* 405 Long Leaf Drive  
 Chapel Hill, N. C.
- Robert Tappan Osborn (1954), Ph.D. (Drew)  
*Professor of Religion* 2732 McDowell Street
- Shirley K. Osterhout (1967), M.D. (Duke)  
*Associate in Pediatrics* 600 Starmont Drive
- Suydam Osterhout (1959), Ph.D. (Rockefeller Institute), M.D. (Duke)  
*Professor of Microbiology and Associate Professor  
 of Medicine* 600 Starmont Drive
- Athos Ottolenghi (1959), M.D. (Pavia, Italy)  
*Associate Professor of Pharmacology* 1510 Woodburn Street
- Harry Ashton Owen, Jr. (1951), Ph.D. (North Carolina State)  
*Professor of Electrical Engineering* 2714 McDowell Street
- <sup>125</sup>George Padilla (1965), Ph.D. (California)  
*Associate Professor of Physiology* 2027 Bivins Street
- <sup>126</sup>David L. Paletz (1967), Ph.D. (California at Los Angeles)  
*Assistant Professor of Political Science* 1311 Carolina Avenue
- Aubrey Edwin Palmer (1944), B.S., C.E. (Virginia)  
*Associate Professor of Civil Engineering* 2525 Highland Avenue

<sup>121</sup>Through 6-30-72.

<sup>122</sup>Through 9-20-72.

<sup>123</sup>Through 8-31-72.

<sup>124</sup>Leave of absence, spring 1972-73.

<sup>125</sup>Sabbatical leave 1972-73.

<sup>126</sup>Leave of absence 1972-73.

- Richard A. Palmer (1966), Ph.D. (Illinois)  
*Associate Professor of Chemistry* 126 Pinecrest Road
- Erdman B. Palmore (1967), Ph.D. (Columbia)  
*Professor of Medical Sociology in the Department of  
 Psychiatry and Professor of Sociology* 19 Scott Place  
 Apartment 22-A
- William E. Parham (1972), Ph.D. (Illinois)  
*R. J. Reynolds Tobacco Company Professor of Chemistry* 200 Seven Oaks Road
- <sup>127</sup>Charles H. Parker (1970), M.D. (Pittsburgh)  
*Associate in Obstetrics and Gynecology*
- <sup>128</sup>Harold Talbot Parker (1939), Ph.D. (Chicago)  
*Professor of History* 1005 Demerius Street
- Joseph B. Parker, Jr. (1970), M.D. (Tennessee)  
*Professor of Psychiatry* 108 Briarcliff Road
- Roy T. Parker (1920), M.D. (Med. Coll. of Virginia)  
*F. Bayard Carter Professor of Obstetrics and Gynecology* 111 Pinecrest Road
- Harry B. Partin (1964), Ph.D. (Chicago)  
*Associate Professor of Religion* 2739 Spencer Street
- Joel Francis Paschal (1954), Ph.D. (Princeton)  
*Professor of Law* 1527 Pinecrest Road
- Merrill Lee Patrick (1964), Ph.D. (Carnegie Instit. of Tech.)  
*Associate Professor of Computer Science* 25 Scott Place  
 Villa Apartment 2-I
- <sup>129</sup>Eugene C. Patterson (1971), A.B. (Georgia)  
*Professor of the Practice of Political Science* 1505 Duke University Road
- F. M. S. Patterson (1968), M.D. (Pennsylvania)  
*Assistant Professor of Surgery* 410 Clayton Road  
 Chapel Hill, N. C.
- <sup>130</sup>Lewis Patton (1926), Ph.D. (Yale)  
*Professor of English* 614 Swift Avenue
- Z. Daniel Pauk (1967), M.D. (Iowa)  
*Assistant Professor of Psychiatry* 1802 Woodburn Road
- Robert G. Paul (1970), Ph.D. (Oklahoma)  
*Associate in Audiology and Speech Pathology in the  
 Department of Surgery* 3403 Rolling Hill Road
- David F. Paulson (1972), M.D. (Duke)  
*Assistant Professor of Urology* 3102 Doubleday Place
- Hilda Pavlov (1960), M.A. (Leningrad)  
*Assistant Professor of Slavic Languages* 709 Reta Road
- Michael I. Pavlov (1960), M.A. (Leningrad)  
*Associate Professor of Russian* 709 Reta Road
- Bruce Payne (1972), M.A. (Yale)  
*Instructor in Policy Sciences and  
 Political Science* 408 Polk Street  
 Raleigh, N. C.
- <sup>131</sup>William Bernard Peach (1951), Ph.D. (Harvard)  
*Professor of Philosophy* Route 2, Box 474
- Daniel T. Peak (1969), M.D. (Wisconsin)  
*Assistant Professor of Psychiatry* 3307 Pinafore Drive
- George W. Pearsall (1964), Sc.D. (Massachusetts Instit. of Tech.)  
*Professor of Mechanical Engineering* 2941 Welcome Drive
- Talmage Lee Peele (1939), M.D. (Duke)  
*Professor of Anatomy; Associate Professor of Neurology;  
 Assistant Professor of Pediatrics; and  
 Lecturer in Psychology* KD2 University Apartments
- Charles Henry Peete, Jr. (1953), M.D. (Harvard)  
*Professor of Obstetrics and Gynecology* 42 Beverly Drive
- William P. J. Peete (1955), M.D. (Harvard)  
*Professor of Surgery* 2814 Chelsea Circle
- Peter Francis Pepe (1972), M.D. (Temple)  
*Assistant Professor of Medicine* 320 Glendale Drive  
 Chapel Hill, N. C.

<sup>127</sup>Through 7-31-72.

<sup>128</sup>Sabbatical leave 1972-73.

<sup>129</sup>Through 8-31-72.

<sup>130</sup>Retired 8-31-72.

<sup>131</sup>Sabbatical leave 1972-73.

- Ronald Perkins (1969), Ph.D. (Indiana)  
*Associate Professor of Geology* 2719 Montgomery Street
- <sup>132</sup>Martha Anne Perry (1970), Ph.D. (Syracuse)  
*Associate in Medical Psychology in the Department of Psychiatry and Associate in Pediatrics* Apartment 22D  
 200 Seven Oaks Road
- Edythe Mae Persing (1964), M.N. (Western Reserve)  
*Assistant Professor of Nursing* Route 2  
 Chapel Hill, N. C.
- Walter Scott Persons (1930), A.B. (Duke)  
*Associate Professor of Physical Education* 612 Swift Avenue
- Ruth Lohmann Peschel (1971), M.D. (Berlin)  
*Assistant Professor of Medicine* 2306 Pershing Street
- Robert H. Peter (1967), M.D. (Duke)  
*Assistant Professor of Medicine* 2710 McDowell Street
- Russell Petersen (1971), Ph.D. (Washington)  
*Assistant Professor of Business Administration* 1901 Cannon Street
- <sup>133</sup>Ray C. Petry (1937), Ph.D. (Chicago)  
*James B. Duke Professor of Church History* 128 Pinecrest Road
- Olan Lee Petty (1952), Ph.D. (Iowa)  
*Professor of Education* 2605 McDowell Street
- Eric A. Pfeiffer (1966), M.D. (Washington)  
*Associate Professor of Psychiatry* 3203 Cromwell Road
- John Bernard Pfeiffer, Jr. (1949), M.D. (Cornell)  
*Professor of Medicine* 3414 Rugby Road
- Leland R. Phelps (1961), Ph.D. (Ohio State)  
*Professor of German* 2255 Cranford Road
- James Henry Phillips (1946), Ph.D. (Yale)  
*Professor of Religion* 2517 Perkins Road
- Jane Philpott (1951), Ph.D. (Iowa)  
*Professor of Botany* 2260 Cranford Road
- John E. P. Pickett (1970)  
*Associate in Pathology and Instructor in School of Medical Technology* 3323 Pinafore Drive
- Kenneth LeRoy Pickrell (1944), M.D. (Johns Hopkins)  
*Professor of Plastic and Maxillofacial Surgery* 3 Sylvan Road
- Orrin H. Pilkey (1965), Ph.D. (Florida State)  
*Associate Professor of Geology* Route 3, Highway 70  
 Hillsborough, N. C.
- Theo Clyde Pilkington (1961), Ph.D. (Duke)  
*Professor of Biomedical Engineering and Professor of Electrical Engineering* 2932 Ridge Road
- Robert A. Pittillo, Jr. (1968), Ed.D. (Duke)  
*Associate Professor of Education* 2709 Spencer Street
- William D. Poe (1971), M.D. (Bowman Gray)  
*Assistant Professor of Community Health Sciences* 406 Elliott Road  
 Chapel Hill, N. C.
- <sup>134</sup>Jacques C. Poirier (1955), Ph.D. (Chicago)  
*Professor of Chemistry* 210 West Lavender Avenue
- Jerko Poklepovic (1971), M.D. (Univ. of Zagreb, Yugoslavia)  
*Assistant Professor of Radiology* Apartment C-2  
 3600 Tremont Drive
- Grace Hilford Polansky (1968), M.S. (Western Reserve)  
*Associate in Psychiatric Social Work* 504 Watts Street
- <sup>135</sup>Louis R. Pondy (1967), Ph.D. (Carnegie Instit. of Tech.)  
*Associate Professor of Business Administration and Associate Professor of Community Health Sciences* 1013 Monmouth Avenue
- F. Stanley Porter (1964), M.D. (Johns Hopkins)  
*Professor of Pediatrics* 2609 Cornwallis Road
- Ned A. Porter (1969), Ph.D. (Harvard)  
*Assistant Professor of Chemistry* Apartment 86-B  
 3022 Chapel Hill Road
- Richard M. Portwood (1959), M.D. (Southwestern)  
*Assistant Professor of Medicine* 54 Beverly Drive

<sup>132</sup>Through 8-31-72.

<sup>133</sup>Retired 8-31-72.

<sup>134</sup>Sabbatical leave, fall 1972-73.

<sup>135</sup>Leave of absence, spring 1972-73.

- Raymond W. Postlethwait (1955), M.D. (Duke)  
*Professor of Surgery* 3604 Dover Road
- William H. Poteat (1960), B.D., Ph.D. (Duke)  
*Professor of Religion and Comparative Studies* 621 Greenwood Road  
 Chapel Hill, N. C.
- Lois S. Pounds (1969), M.D. (Pittsburgh)  
*Assistant Professor of Pediatrics, Associate in  
 Community Health Sciences and Assistant Professor  
 of Nursing* 4029 Nottaway Road
- Benjamin E. Powell (1946), Ph.D. (Chicago)  
*Professor in the Faculty of Arts and Sciences* 3609 Hathaway Road
- Philip C. Pratt (1966), M.D. (Johns Hopkins)  
*Professor of Pathology* 2707 Sevier Street
- Vernon Pratt (1964), M.F.A. (San Francisco Art Institute)  
*Assistant Professor of Art* 1903 Glendale Avenue
- Richard Lionel Predmore (1950), D.M.L. (Middlebury)  
*Professor of Romance Languages* Route 1, Box 379-P  
 Bahama, N. C.
- <sup>136</sup>Jack J. Preiss (1959), Ph.D. (Michigan State)  
*Professor of Sociology* 2722 McDowell Street
- Richard A. Preston (1965), Ph.D. (Yale)  
*William K. Boyd Professor of History* 1124 Woodburn Road
- <sup>137</sup>E. Reynolds Price (1958), B.Litt. (Oxford)  
*Professor of English* Box 4813  
 Duke Station
- James Ligon Price, Jr. (1952), Ph.D. (Cambridge)  
*Professor of Religion* 2723 Circle Drive
- C. Linwood Puckett (1972), M.D. (Bowman Gray)  
*Associate in Surgery* 3007 Glendale Avenue
- A. Kenneth Pye (1966), LL.M. (Georgetown)  
*Professor of Law* 2802 Chelsea Circle
- Steven H. Quarfordt (1968), M.D. (New York)  
*Assistant Professor of Medicine* 3300 Pinafore Drive
- Louis D. Quin (1957), Ph.D. (North Carolina)  
*Professor of Chemistry* 2740 McDowell Street
- Galen W. Quinn (1958), D.D.S. (Tennessee)  
*Professor of Orthodontics* 806 East Forest Hills Boulevard
- Naomi R. Quinn (1972), Ph.D. (Stanford)  
*Assistant Professor of Anthropology* 710 Overhill Terrace
- K. V. Rajagopalan (1966), Ph.D. (Madras)  
*Associate Professor of Biochemistry* 2214 Elmwood Avenue
- Charles W. Ralston (1954), Ph.D. (Duke)  
*Professor of Forest Soils* 2531 Wrightwood Avenue
- Puiiur Rangaswamy Ramachadran (1972), M.B. (Government Med. Coll.,  
 Mysore, India) Apartment 5-J  
 200 Seven Oaks Road
- Dietolf Ramm (1969), Ph.D. (Duke)  
*Assistant Professor of Computer Science and  
 Assistant Professor of Information Sciences in Psychiatry* 1609 Sycamore Street
- Dale B. J. Randall (1957), Ph.D. (Pennsylvania)  
*Professor of English* 2620 University Drive
- Norman B. Ratliff (1968), M.D. (Duke)  
*Associate Professor of Pathology* 2718 McDowell Street
- Calla Ann Raynor (1962), M.A.T. (North Carolina)  
*Assistant Professor of Physical Education* 858 Louise Circle
- Frank Thompson Read (1968), LL.B. (Duke)  
*Professor of Law* 5223 Partridge Street
- Kenneth James Reardon (1947), M.A. (Boston)  
*Associate Professor of English* 2511 Winton Road
- John B. Reckless (1963), M.D. (Birmingham)  
*Associate Professor of Psychiatry and Associate  
 Professor of Nursing* 2437 Tryon Road

<sup>136</sup>Sabbatical leave, spring 1972-73.

<sup>137</sup>Leave of absence, partial leave, 1972-73.

- John William Reed (1970), M.D. (Bowman Gray)  
*Assistant Professor of Ophthalmology* 3212 Cromwell Road
- Michael K. Reedy (1969), M.D. (Washington)  
*Associate Professor of Anatomy* 2119 West Club Boulevard
- Eva Oldham Reese (1971), B.S. (Duke)  
*Associate in Ophthalmology* 901 Camden Avenue
- Edmund Reiss (1967), Ph.D. (Harvard)  
*Professor of English* Route 1, Box 183F, Dumont Road  
 Hillsborough, N. C.
- <sup>138</sup>George F. Reiter (1971), Ph.D. (Stanford)  
*Visiting Assistant Professor of Physics* Apartment 18-B  
 Colonial Apartments
- Eugene M. Renkin (1963), Ph.D. (Harvard)  
*Professor of Physiology* 2028 Pershing Street
- Adam W. Renuart (1961), M.D. (Duke)  
*Assistant Professor of Pediatrics* 1201 Shepherd Street
- William A. Reppy, Jr. (1971), J.D. (Stanford)  
*Assistant Professor of Law* 604 Laurel Hill Road  
 Chapel Hill, N. C.
- Jacqueline A. Reynolds (1969), Ph.D. (Washington)  
*Assistant Professor of Biochemistry and Assistant  
 Professor in Anatomy* 1430 North Mangum Street
- John McFarlane Rhoads (1956), M.D. (Temple)  
*Professor of Psychiatry and Lecturer of  
 Pastoral Care in Divinity School* 2404 Prince Street
- Reed P. Rice (1965), M.D. (Indiana)  
*Associate Professor of Radiology* 800 Cedar Falls Road  
 Chapel Hill, N. C.
- David C. Richardson (1969), Ph.D. (Massachusetts Instit. of Tech.)  
*Assistant Professor of Biochemistry* 213 Medical Sciences I
- Jane Shelby Richardson (1970), M.A.T. (Harvard)  
*Associate in Anatomy* 213 Medical Sciences I
- <sup>139</sup>Lawrence Richardson, Jr. (1966), Ph.D. (Yale)  
*Professor of Latin in the Department of Classical Studies* 1103 North Gregson Street
- McMurry S. Richey (1954), B.D., Ph.D. (Duke)  
*Professor of Theology and Christian Nurture* 2725 Dogwood Road
- John D. Riebel (1962), M.A. (Duke)  
*Assistant Professor of Physical Education* 60 Oakwood Drive  
 Chapel Hill, N. C.
- Eberhard Karl Riedel (1971), Dr. Rer. Nat. (Technische Univ., Munich, Germany)  
*Assistant Professor of Physics* 1008½ Gloria Avenue
- Kent J. Rigsby (1971), M.A. (Univ. of Toronto)  
*Assistant Professor of Classical Studies* 1006 Minerva Avenue
- <sup>140</sup>Dana Phelps Ripley (1959), Ph.D. (North Carolina)  
*Associate Professor of Romance Languages* 1303 Dollar Avenue
- Charles S. Rivers, Jr. (1972), B.A. (Rice)  
*Visiting Assistant Professor of Naval Science* Apartment F-2  
 700 Morreene Road
- Nathan Russell Roberson (1963), Ph.D. (Johns Hopkins)  
*Associate Professor of Physics* 3406 Ogburn Court
- George W. Roberts (1971), Ph.D. (Cambridge)  
*Associate Professor of Philosophy* Apartment 23-I  
 200 Seven Oaks Road
- Jesse Earl Roberts, Jr. (1968), M.D. (Louisiana State)  
*Assistant Professor of Medicine and Assistant  
 Professor of Community Health Sciences* 2629 Cornwallis Road
- Richard A. Roberts (1972), Ph.D. (Michigan)  
*Visiting Associate Professor of Biomedical Engineering* 5331 Yardley Terrace
- J. David Robertson (1966), M.D. (Harvard), Ph.D. (Massachusetts Instit. of Tech.)  
*Professor of Anatomy* 32 Oak Drive
- Arvin E. Robinson (1971), M.D. (Med. Coll. of Virginia)  
*Assistant Professor of Radiology* 1712 Woodburn Road
- Charles K. Robinson (1961), Ph.D. (Duke)  
*Associate Professor of Philosophical Theology* 126 Emerald Circle
- David W. Robinson (1971), M.D. (Michigan)  
*Associate in Psychiatry* 2802 Friendship Circle

<sup>138</sup>Through 12-31-71.

<sup>139</sup>Sabbatical leave 1972-73.

<sup>140</sup>Sabbatical leave, spring 1972-73.

- George M. Robinson (1971), Ph.D. (Chicago)  
*Assistant Professor of Psychology* Apartment 15  
 2009 Southwood Drive
- <sup>141</sup>Hugh G. Robinson (1964), Ph.D. (Duke)  
*Professor of Physics* 2749 McDowell Street
- Roscoe R. Robinson (1962), M.D. (Oklahoma)  
*Professor of Medicine* 3929 Nottaway Road
- William James Kenneth Rockwell (1968), M.D. (Duke)  
*Assistant Professor of Psychiatry* 3519 Donningale Street
- Charles R. Roe (1969), M.D. (Duke)  
*Assistant Professor of Pediatrics* 1409 Colewood Drive
- Robert Rolf (1971), M.A. (Hawaii)  
*Instructor in History* 818-C Clarendon Street
- <sup>142</sup>Theodore Ropp (1938), Ph.D. (Harvard)  
*Professor of History* 302 East Woodridge Drive
- Robert A. Rosati (1971), M.D. (Duke)  
*Assistant Professor of Medicine and Associate in  
 Community Health Sciences* 3615 Randolph Road
- Carl M. Rose, Jr. (1967), Ph.D. (Chicago)  
*Assistant Professor of Physics* 3109 Sherbon Drive
- Gerald M. Rosen (1972), Ph.D. (Clarkson Coll. of Tech.)  
*Assistant Professor of Pharmacology* Apartment 14-H  
 1315 Morreene Road
- Myron Rosenthal (1971), Ph.D. (Duke)  
*Assistant Professor of Physiology* Apartment C-10  
 3600 Tremont Drive
- Allen David Roses (1970), M.D. (Pennsylvania)  
*Associate in Medicine* Route 7, Box 216
- Marcia J. Roses (1972), B.S. (Northeastern)  
*Associate in Physical Therapy* 2810 Shoreham Street
- David J. Ross (1972), M.A. (Michigan)  
*Assistant Professor of Philosophy* Apartment 5  
 2401 West Club Boulevard
- Norman F. Ross (1937), D.D.S. (Temple)  
*Associate Professor of Dentistry* 2811 Chelsea Circle
- Wendell F. Rosse (1966), M.D. (Chicago)  
*Professor of Medicine and Associate Professor of  
 Immunology* Route 7, Box 223  
 Timberly Drive
- <sup>143</sup>Michael Rotman (1971), M.D. (Texas)  
*Associate in Medicine* 1808 Chapel Hill Road
- Malcolm H. Rourk (1971), M.D. (Pennsylvania)  
*Assistant Professor of Pediatrics* 3621 Cole Mill Road
- Patricia B. Rouse (1971), B.S. (Tufts)  
*Associate in Physical Therapy* Apartment F-7  
 3600 Tremont Drive
- <sup>144</sup>Donald Francis Roy (1950), Ph.D. (Chicago)  
*Professor of Sociology* 604 North Gregson Street
- <sup>145</sup>John Jesse Rudin, II (1945), Ph.D. (Northwestern)  
*Associate Professor of Christian Communications* 1640 Marion Street
- <sup>146</sup>Alfred J. Rufty (1971), M.D. (Louisiana State)  
*Associate in Medicine* 2739 Montgomery Street
- Ralph Wayne Rundles (1945), Ph.D. (Cornell), M.D. (Duke)  
*Professor of Medicine* 3608 Westover Road
- Neal Person Rutledge (1970), LL.B. (Yale)  
*Professor of Law* 4002 Colorado Avenue
- David Coston Sabiston, Jr. (1964), M.D. (Johns Hopkins)  
*James B. Duke Professor of Surgery* 1528 Pinecrest Road
- Anne E. Sagburg (1956), M.D. (Onslow)  
*Associate in Psychiatry* Highland Hospital  
 Asheville, N. C.

<sup>141</sup>Sabbatical leave, spring 1972-73.

<sup>142</sup>Leave of absence 1972-73.

<sup>143</sup>Through 9-1-72.

<sup>144</sup>Sabbatical leave 1972-73.

<sup>145</sup>Sabbatical leave, spring 1972-73.

<sup>146</sup>Through 9-1-72.

- Harvey J. Sage (1964), Ph.D. (Yale)  
*Associate Professor of Biochemistry and Assistant Professor of Pathology* Apartment 8  
 2011 Bedford Street
- Eva J. Salber (1971), M.D. (Univ. of Cape Town Med. School, South Africa)  
*Professor of Community Health Sciences* 1308 Arboretum Drive  
 Chapel Hill, N. C.
- Herman Salinger (1955), Ph.D. (Yale)  
*Professor of German* 3444 Rugby Road
- Jay S. Salkin (1969), Ph.D. (Northwestern)  
*Assistant Professor of Economics* Department of Economics
- Herbert A. Saltzman (1958), M.D. (Philadelphia)  
*Professor of Medicine* 2728 McDowell Street
- John Salzano (1958), Ph.D. (Iowa State)  
*Associate Professor of Physiology* 409 Clarion Drive
- Aaron P. Sanders (1956), Ph.D. (North Carolina)  
*Professor of Radiology and Assistant Professor of Physiology* Apartment F-16  
 700 Morreene Road
- <sup>147</sup>Charles Richard Sanders (1937), Ph.D. (Chicago)  
*Professor of English* 103 Pinecrest Road
- David A. Sandridge (1972), M.D. (Med. Coll. of Virginia)  
*Associate in Obstetrics and Gynecology* Apartment 23-A  
 200 Seven Oaks Road
- David Sanford (1970), Ph.D. (Cornell)  
*Associate Professor of Philosophy* 2227 Cranford Road
- <sup>148</sup>Eugenia Curtis Saville (1947), M.A. (Columbia)  
*Associate Professor of Music* 1103 Anderson Street
- <sup>149</sup>Lloyd Blackstone Saville (1946), Ph.D. (Columbia)  
*Professor of Economics* 1103 Anderson Street
- Saul M. Schanberg (1967), Ph.D. (Yale)  
*Associate Professor of Clinical Pharmacology and Assistant Professor of Neurology* 2516 Sevier Street
- Katherine N. Schenk (1972), Ed.D. (Florida)  
*Associate Professor of Nursing* 1300 Kent Street
- Harold Schiffman (1963), Ph.D. (Princeton)  
*Professor of Psychology* 18 Heath Place
- Susan S. Schiffman (1972), Ph.D. (Duke)  
*Assistant Professor of Medical Psychology in the Department of Psychiatry* 18 Heath Place
- <sup>150</sup>Knut Schmidt-Nielsen (1952), Ph.D. (Copenhagen)  
*James B. Duke Professor of Physiology in the Department of Zoology* c/o Zoology Department
- Eugene S. Schneller (1972), B.A. (C. W. Post College)  
*Assistant Professor of Community Health Sciences and Assistant Professor of Sociology* Apartment 20-C  
 2836 Chapel Hill Road
- David W. Schomberg (1968), Ph.D. (Purdue)  
*Assistant Professor of Obstetrics and Gynecology and Assistant Professor of Physiology* Route 1, Box 304-A  
 Hillsborough, N. C.
- James Morse Schooler, Jr. (1970), Ph.D. (Wisconsin)  
*Assistant Professor of Physiology* 410 Pekoe Avenue
- <sup>151</sup>Kenneth J. Schoonhagen (1969), M.H.A. (Duke)  
*Instructor of Graduate Programs in Hospital Administration* 4312 Samoa Court
- <sup>152</sup>Esther Louise Schwerman (1947), Ph.D. (Northwestern)  
*Assistant Professor of English* 909 Lambeth Circle
- <sup>153</sup>Anne Firor Scott (1961), Ph.D. (Radcliffe)  
*Professor of History* 1028 Highland Woods  
 Chapel Hill, N. C.

<sup>147</sup>Sabbatical leave 1972-73.

<sup>148</sup>Sabbatical leave 1972-73.

<sup>149</sup>Sabbatical leave 1972-73.

<sup>150</sup>Sabbatical leave, fall 1972-73.

<sup>151</sup>Through 11-25-71.

<sup>152</sup>Retired 8-31-72.

<sup>153</sup>Leave of absence 1972-73.

- David William Scott (1971), Ph.D. (Yale)  
*Assistant Professor of Immunology* 3203 Winfield Drive
- <sup>154</sup>James F. Scott, Jr. (1969), M.B.A. (George Washington)  
*Associate Professor of Aerospace Studies* 1730 Euclid Road  
 Parkwood, N. C.
- <sup>155</sup>William Evans Scott (1958), Ph.D. (Yale)  
*Professor of History* 1311 Dollar Avenue
- Richard A. Scoville (1961), Ph.D. (Yale)  
*Associate Professor of Mathematics* 2114 Sprunt Street
- Judy Harrington Seaber (1969), B.A. (Emory)  
*Associate in Ophthalmology* Richmond Downs  
 Hillsborough, N. C.
- Will Camp Sealy (1946), M.D. (Emory)  
*Professor of Thoracic Surgery* 2232 Cranford Road
- <sup>156</sup>Richard B. Searles (1965), Ph.D. (California at Berkeley)  
*Associate Professor of Botany* 1800 Woodburn Road
- Hilliard Foster Seigler (1967), M.D. (North Carolina)  
*Associate Professor of Surgery and Associate Professor*  
*of Immunology* 4006 King Charles Street
- James Hustead Semans (1953), M.D. (Johns Hopkins)  
*Professor of Urology* 1415 Bivins Street
- Stuart M. Sessoms (1958), M.D. (Med. Coll. of Virginia)  
*Professor of Medicine* 3432 Dover Road
- Catherine M. Severns (1971)  
*Associate in the Department of Community Health*  
*Sciences* 205 Forestwood Drive
- James Lewis Shafland (1969), Ph.D. (Chicago)  
*Assistant Professor of Anatomy* 2911 Sparger Road
- Marion L. Shepard (1967), Ph.D. (Iowa State)  
*Associate Professor of Mechanical Engineering* 3421 Pinafore Drive
- Jafar Mo. Shick (1970), M.D. (Tehran, Iran)  
*Assistant Professor of Anesthesiology* 1011 Anderson Street
- <sup>157</sup>Melvin G. Shimm (1953), LL.B. (Yale)  
*Professor of Law* 2429 Wrightwood Avenue
- William Warner Shingleton (1947), M.D. (Bowman Gray)  
*Professor of Surgery* 3866 Somerset Drive
- Joseph Robert Shoenfield (1952), Ph.D. (Michigan)  
*Professor of Mathematics* Apartment 2-G  
 311 LaSalle Street
- Romesh Kumar Shonek (1970), M.A. (Punjab Univ.)  
*Lecturer of Hindi-Urdu* 2227 Lafayette Street
- William Derek Shows (1967), Ph.D. (Duke)  
*Assistant Professor of Medical Psychology in Department*  
*of Psychiatry; Lecturer in Psychology and Lecturer in Religion* 3907 Brixton Lane
- R. Baird Shuman (1962), Ph.D. (Pennsylvania)  
*Professor of Education* 3708 Lykan Parkway
- James B. Sidbury (1961), M.D. (Columbia)  
*Professor of Pediatrics* 4044 Nottaway Road
- Lewis Siegel (1968), Ph.D. (Johns Hopkins)  
*Assistant Professor of Biochemistry* 3006 Glendale Avenue
- Herbert O. Sieker (1955), M.D. (Washington)  
*Professor of Medicine* 3949 Plymouth Road
- Bernard Silberman (1967), Ph.D. (Michigan)  
*Professor of History* 14 Heath Place
- Harold R. Silberman (1962), M.D. (Washington)  
*Associate Professor of Medicine* 2718 Princeton Drive
- Donald Silver (1964), M.D. (Duke)  
*Professor of Surgery and Associate*  
*Professor of Pediatrics* 3826 Regent Road
- George Addison Silver, III (1946), M.D. (Duke)  
*Associate Professor of Psychiatry* 3910 Dover Road

<sup>154</sup>Through 7-31-72.

<sup>155</sup>Sabbatical leave 1972-73.

<sup>156</sup>Sabbatical leave 1972-73.

<sup>157</sup>Leave of absence, spring 1972-73.

- Ida Harper Simpson (1959), Ph.D. (North Carolina)  
*Associate Professor of Sociology* 604 Brookview Road  
 Chapel Hill, N. C.
- William Hays Simpson (1930), Ph.D. (Duke)  
*Professor of Political Science* 1406 Dollar Avenue
- Leroy C. Skinner (1959), M.A. (Maryland)  
*Associate Professor of Physical Education* 416 Argonne Drive
- Jay S. Skyler (1972), M.D. (Jefferson Med. Coll.)  
*Associate in Medicine and Associate in  
 Community Health Science* Apartment B-15  
 1829 Front Street
- Theodore A. Slotkin (1971), Ph.D. (Rochester)  
*Assistant Professor of Pharmacology* 604 Duluth
- David Alexander Smith (1962), Ph.D. (Yale)  
*Associate Professor of Mathematics* 2032 West Club Boulevard
- Dwight Moody Smith, Jr. (1965), Ph.D. (Yale)  
*Professor of New Testament Interpretation* 2728 Spencer Street
- Donald S. Smith, II (1961), M.H.A. (Minnesota)  
*Assistant Professor of Hospital Administration* 4167 Deepwood Circle
- <sup>158</sup>Grover C. Smith (1952), Ph.D. (Columbia)  
*Professor of English* 215 West Woodridge Drive
- Harmon L. Smith (1959), Ph.D. (Duke)  
*Associate Professor of Moral Theology* 3510 Randolph Road
- James B. Smith, Jr. (1969), M.M. (Union Theological Seminary)  
*Lecturer of Music* Apartment G-12  
 1829 Front Street
- <sup>159</sup>Joel Smith (1958), Ph.D. (Northwestern)  
*Professor of Sociology* 2712 Sevier Street
- L. P. Smith (1967), M.S. (Massachusetts Instit. of Tech.)  
*Instructor in Mathematics* 3505 Rugby Road
- <sup>160</sup>Peter Smith (1959), Ph.D. (Canterbury, Cambridge)  
*Professor of Chemistry* 2711 Circle Drive
- Ralph E. Smith (1970), Ph.D. (Colorado)  
*Assistant Professor of Microbiology* 4146 Deepwood Circle
- Richard R. Smith (1972), M.A. (Cornell)  
*Instructor in Hindi-Urdu* Apartment 19  
 2030 Bedford Street
- Thomas Allan Smith (1970), M.D. (Vanderbilt)  
*Associate in Psychiatry* Highland Hospital  
 Asheville, N. C.
- Wade K. Smith (1972), M.D. (Johns Hopkins)  
*Associate in Immunology in the Department of  
 Microbiology and Immunology and Associate in Medicine* 804 Berkeley Street
- Wirt W. Smith (1957), M.D. (Texas)  
*Associate Professor of Experimental Surgery* 3301 Surrey Road
- Frank M. Smullin (1972), M.F.A. (Queens College)  
*Instructor in Art* 1107 Huntington Avenue
- Joseph T. Sneed (1971), S.J.D. (Harvard)  
*Professor of Law* 2518 Chelsea Circle
- Ralph Snyderman (1971), M.D. (State Univ. of New York)  
*Assistant Professor of Medicine* 2600 Princeton Avenue
- George G. Somjen (1963), M.D. (Amsterdam)  
*Professor of Physiology and Lecturer in the Department  
 of Psychology* 3910 Darby Road
- Joachim R. Sommer (1957), M.D. (Munich)  
*Professor of Pathology* 2724 Sevier Street
- Madison S. Spach (1958), M.D. (Duke)  
*Professor of Pediatrics* 2632 McDowell Street
- <sup>161</sup>Dorothy Spangler (1954), M.A. (North Carolina)  
*Associate Professor of Physical Education* 2729 Brown Avenue
- Bertel M. Sparks (1966), S.J.D. (Michigan)  
*Professor of Law* 1707 Woodburn Road

<sup>158</sup>Sabbatical leave, fall 1972-73.

<sup>159</sup>Sabbatical leave 1972-73.

<sup>160</sup>Sabbatical leave, fall 1972-73.

<sup>161</sup>Sabbatical leave, spring 1972-73.

- <sup>162</sup>Joseph John Spengler (1934), Ph.D. (Ohio State), L.H.D., LL.D.  
James B. Duke Professor of Economics 2240 Cranford Road
- <sup>163</sup>Alexander Spock (1962), M.D. (Maryland)  
Associate Professor of Pediatrics 515 Duluth  
George H. Spooner (1965), Ph.D. (North Carolina)  
Assistant Professor of Pathology P. O. Box 2181  
Chapel Hill, N. C.
- Thomas Spragens (1968), Ph.D. (Duke)  
Assistant Professor of Political Science 227 Forestwood Drive
- Olaf Stackelberg (1963), Ph.D. (Minnesota)  
Associate Professor of Mathematics 2101 W. Club Boulevard
- John Staddon (1967), Ph.D. (Harvard)  
Professor of Psychology 2719 McDowell Street
- William J. Stambaugh (1961), Ph.D. (Yale)  
Professor of Forest Pathology 3211 Sherbon Drive
- D. Keith Stanley, Jr. (1961), Ph.D. (Johns Hopkins)  
Associate Professor of Classical Studies Box 171, Mount Sinai Road
- Charles Frank Starmer (1966), Ph.D. (North Carolina)  
Associate Professor of Computer Science and Assistant  
Professor of Medicine (Computer Science) 1702 Glendale Avenue
- W. K. Stars (1966), M.A. (North Carolina)  
Assistant Professor of Art 1916 Glendale Avenue
- Eugene Anson Stead, Jr. (1947), M.D. (Emory)  
Florence McAlister Professor of Medicine 2122 Campus Drive
- David M. Steegar (1971), M.A. (Ohio State Univ.)  
Instructor in Romance Languages 5401 Old Well Street
- Howard Mark Steinman (1972), Ph.D. (Yale)  
Associate in Biochemistry Apartment 1  
501 Dupont Circle
- David C. Steinmetz (1971), Th.D. (Harvard)  
Associate Professor of Church History and Doctrine 2517 Wrightwood Avenue
- Henry R. Stern (1968), Ph.D. (Northwestern)  
Assistant Professor of German 900 West Trinity Avenue
- <sup>164</sup>A. Lionel Stevenson (1955), Ph.D. (California), F.R.S.L.  
James B. Duke Professor of English 3106 Devon Road
- Karl W. Stevenson (1971), M.D. (Bowman Gray)  
Associate in Psychiatry and Associate in Pediatrics 1508 Echo Road
- Philip Robert Stewart (1972), Ph.D. (Yale)  
Associate Professor of Romance Languages 522 Wofford Road
- Delford L. Stickel (1962), M.D. (Duke)  
Professor of Surgery 3108 Devon Road
- Donald E. Stone (1963), Ph.D. (California at Berkeley)  
Professor of Botany 2706 Spencer Street
- <sup>165</sup>Peter Stone (1969), Ph.D. (Chicago)  
Assistant Professor of Anthropology 124 West Queen Street  
Hillsborough, N. C.
- <sup>166</sup>Virginia Stone (1966), Ph.D. (North Carolina)  
Professor of Nursing Apartment 3A  
1829 Front Street
- Boyd R. Strain (1969), Ph.D. (California at Los Angeles)  
Associate Professor of Botany 2610 Oberlin Road
- <sup>167</sup>Victor H. Strandberg (1966), M.D. (Brown)  
Associate Professor of English 2709 Augusta Drive
- Harold C. Strauss (1972), M.D. (McGill)  
Assistant Professor of Medicine 2921 Buckingham Road
- Howard A. Strobel (1948), Ph.D. (Brown)  
Professor of Chemistry 1119 Woodburn Road
- Richard G. Stuelke (1972), M.D. (State Univ. of Iowa)  
Assistant Professor of Community Health Sciences Pickens Building

<sup>162</sup>Retired 8-31-72.

<sup>163</sup>Sabbatical leave 1-1-73 through 12-31-73.

<sup>164</sup>Retired 8-31-72.

<sup>165</sup>Through 8-31-72.

<sup>166</sup>Sabbatical leave 1972-73.

<sup>167</sup>Sabbatical leave 1972-73.

- Henry L. Sublett, Jr. (1962), Ed.D. (Virginia)  
*Associate Professor of Education* 2710 Montgomery Street
- William D. Sudduth (1970), M.S.W. (Minnesota)  
*Associate in Psychiatric Social Work* 2512 North Duke Street
- James Bolling Sullivan (1970), Ph.D. (Texas)  
*Assistant Professor of Biochemistry* 200 Craven Street  
 Beaufort, N. C.
- Elizabeth Read Sunderland (1939-42; 1943), Ph.D. (Radcliffe)  
*Professor of Art* 6416 College Station
- John P. Sutherland (1969), Ph.D. (California at Berkeley)  
*Assistant Professor of Zoology* 412 Ann Street  
 Beaufort, N. C.
- Louis Earl Swanson (1949), A.B. (Hamline)  
*Associate Professor of Hospital Administration* 2418 Wrightwood Avenue
- Charles Ford Sydnor (1972), M.D. (Virginia)  
*Associate in Ophthalmology* 3222 Oxford Drive
- John Sykes (1968), Ph.D. (Birmingham)  
*Assistant Professor of Physics* 2312 Huron Street
- Ingeborg Hildebrand Talton (1968), M.D. (Medical School, Giessen, Germany)  
*Assistant Professor of Anesthesiology* 2406 Tampa Avenue
- Charles Tanford (1960), Ph.D. (Princeton)  
*James B. Duke Professor of Physical Biochemistry* 1430 North Mangum Street
- John TePaske (1967), Ph.D. (Duke)  
*Professor of History* 15 Heath Place
- Marcel Tetel (1960), Ph.D. (Wisconsin)  
*Professor of Romance Languages* 1804 Woodburn Road
- <sup>168</sup>Frances J. Thomas (1970), M.S.N. (North Carolina)  
*Assistant Professor of Nursing* A-10 Camelot Apartments  
 Chapel Hill, N. C.
- Larry W. Thompson (1961), Ph.D. (Florida State)  
*Professor of Medical Psychology in the Department of  
 Psychiatry and Lecturer in Psychology* 3408 Hope Valley Road
- Lawrence K. Thompson, III (1969), M.D. (Duke)  
*Assistant Professor of Plastic Surgery* 3606 Wateredge Drive
- <sup>169</sup>Robert L. Thompson (1968), Ed.D. (Duke)  
*Associate in Community Health Sciences* 2618 Pickett Road
- Thomas T. Thompson (1970), M.D. (Med. Coll. of Virginia)  
*Assistant Professor of Radiology and Assistant Professor  
 of Community Health Sciences* 3412 Ogburn Court
- Fredrick L. Thurstone (1967), Ph.D. (North Carolina State)  
*Professor of Electrical Engineering and Professor of  
 Biomedical Engineering* 2532 Sevier Street
- John Philip Tindall (1966), M.D. (Duke)  
*Associate Professor of Dermatology* 4039 King Charles Road
- Edward A. Tiryakian (1965), Ph.D. (Harvard)  
*Professor of Sociology* 1523 Hermitage Court
- C. Craig Tisher (1969), M.D. (Washington Univ.)  
*Associate Professor of Medicine and Assistant Professor  
 of Pathology* 3825 Nottaway Road
- Bert R. Titus (1961), C.P.O.  
*Assistant Professor of Orthosis and Prosthesis* 225 West Woodridge Drive
- Russell F. Tomlinson (1962), Ph.D. (Florida)  
*Assistant Professor of Medical Psychology in  
 Department of Psychiatry* 401 Holly Lane  
 Chapel Hill, N. C.
- Daniel C. Tosteson (1961), M.D. (Harvard)  
*James B. Duke Professor of Physiology* 321 Burlage Circle  
 Chapel Hill, N. C.
- <sup>170</sup>Larry K. Totten (1971), M.D. (Duke)  
*Associate in Radiology* Route 3, Box 177A  
 Hillsborough, N. C.
- Ara Y. Tourian (1969), M.D. (Iowa)  
*Assistant Professor of Medicine* 1018 Demerius
- V. G. Treml (1967), Ph.D. (North Carolina)  
*Professor of Economics* 603 Long Leaf Drive  
 Chapel Hill, N. C.

<sup>168</sup>Through 7-1-72.

<sup>169</sup>Through 5-1-72.

<sup>170</sup>Through 6-30-72.

- Richard J. Trilling (1970), Ph.D. (Wisconsin)  
*Assistant Professor of Political Science* 1400 Welcome Circle
- James Nardin Truesdale (1930), Ph.D. (Duke)  
*Professor of Greek* 105 Pinecrest Road
- Vance Tucker (1964), Ph.D. (California at Los Angeles)  
*Associate Professor of Zoology* 412 Swift Avenue
- Arlin Turner (1963), Ph.D. (Texas)  
*Professor of English* 1115 Woodburn Road
- Mary Neville Turner (1971), M.S.N. (Yale)  
*Assistant Professor of Nursing* Apartment B-11  
 1829 Front Street
- Richard Lovejoy Tuthill (1953), Ed.D. (Columbia)  
*Professor of Economic Geography* 2709 Dogwood Road
- <sup>171</sup>Carol Ruth Tyler (1968), M.S.N. (Duke)  
*Assistant Professor of Nursing* Route 7, Box 270
- Malcolm P. Tyor (1955), M.D. (Duke)  
*Professor of Medicine* 810 East Forest Hills Boulevard
- Lee Tyrey (1970), Ph.D. (Illinois)  
*Assistant Professor of Obstetrics and Gynecology and*  
*Assistant Professor of Anatomy* 28J Valley Terrace Apartments
- Raymond U (1967), Ph.D. (Kyoto Univ.)  
*Assistant Professor of Radiology* 3916 Linden Terrace
- Luella Jane Uhrhane (1947), M.P.H. (North Carolina)  
*Associate Professor of Health Education* 2712 Circle Drive
- Bruno J. Urban (1972), M.D. (Univ. of Cologne, Germany)  
*Associate Professor of Anesthesiology* 5414 Beaumont Drive
- James R. Urbaniak (1969), M.D. (Duke)  
*Assistant Professor of Orthopaedics* 3918 Dover Road
- Senol Utku (1970), Sc.D. (Massachusetts Instit. of Tech.)  
*Professor of Civil Engineering* Apartment 20  
 17 Balmoray Court
- Arturo Valenzuela (1970), Ph.D. (Columbia)  
*Assistant Professor of Political Science* 1706 Shawnee Street
- <sup>172</sup>William W. Van Alstyne (1964), LL.B. (Stanford)  
*Professor of Law* 1702 Woodburn Road
- Thomas C. Vanaman (1970), Ph.D. (Duke)  
*Assistant Professor of Microbiology* 1007 Minerva Avenue
- James H. Vander Weide (1972), B.A. (Cornell)  
*Instructor in Management Sciences* 1010 Demerius Street
- Roy Van Varner (1971), M.D. (North Carolina)  
*Associate in Psychiatry* 158 Westbrook  
 Butner, N. C.
- Vartan Vartanian (1961), M.D. (Cluj, Rumania)  
*Associate Professor of Anesthesiology* 1533 Hermitage Court
- James W. Vaupel (1972), M.P.P. (Harvard)  
*Instructor of Policy Sciences and of Business Administration in the*  
*Department of Management Sciences and Graduate School of*  
*Business Administration* 2628 Cammie Street
- John M. Vernon (1966), Ph.D. (Massachusetts Instit. of Tech.)  
*Professor of Economics* 1001 Gloria Avenue
- Adriaan Verwoerd (1962), M.D. (Amsterdam)  
*Professor of Psychiatry* 2747 Sevier Street
- Aleksandar S. Vesic (1964), D.Sc. (Belgrade)  
*J. A. Jones Professor of Civil Engineering* 1722 Duke University Road
- P. Aarne Vesilind (1970), Ph.D. (North Carolina)  
*Assistant Professor of Civil Engineering* 416 Highview Drive  
 Chapel Hill, N. C.
- Lois Vick (1967), M.A.T. (Duke)  
*Lecturer in English* 2406 University Drive
- Elia E. Villanueva (1969), M.A. (Duke)  
*Assistant Professor of Physical Therapy* 2041 Cornwallis Road
- Patrick R. Vincent (1954), Ph.D. (Johns Hopkins)  
*Associate Professor of Romance Languages* 1635 Marion Avenue

<sup>171</sup>Termination 8-31-72.

<sup>172</sup>Sabbatical leave, fall 1972 and leave of absence, spring 1973.

- F. Stephen Vogel (1961), M.D. (Western Reserve)  
*Professor of Pathology* Route 1, Box 307-1  
 Murphy School Road
- Steven Vogel (1966), Ph.D. (Harvard)  
*Associate Professor of Zoology* 1212 Woodburn Road
- Michael Robert Volow (1972), M.D. (Seton Hall Coll. of Med.)  
*Associate in Psychiatry* 2838 Stuart Drive
- Louis D. Volpp (1967), Ph.D. (Iowa)  
*Professor of Business Administration* 5312 Yardley Terrace
- Howard Wachtel (1968), Ph.D. (New York)  
*Associate Professor of Biomedical Engineering and*  
*Assistant Professor of Physiology* 3212 Sherbon Drive
- Joseph A. C. Wadsworth (1965), M.D. (Duke)  
*Professor of Ophthalmology* 1532 Pinecrest Road
- John P. Waggoner, Jr. (1957), B.D. (Duke), B.S. in L.S. (North Carolina)  
*Associate Professor in the Faculty of Arts and Sciences and*  
*Associate Librarian* 2812 Devon Road
- Galen Strohm Wagner (1970), M.D. (Duke)  
*Assistant Professor of Medicine* 3415 Cromwell Road
- Joseph Lawrence Wagner (1972), D.V.M. (Ohio State)  
*Assistant Professor of Microbiology and Immunology* Route 6, Box 12  
 Chapel Hill, N. C.
- Linda C. Wagner (1972), M.S.N. (North Carolina) 4-C Towne House Apartments  
 Chapel Hill, N. C.
- Stephen A. Wainwright (1964), Ph.D. (California at Berkeley)  
*Associate Professor of Zoology* 3812 Dover Road
- William D. Walker (1971), Ph.D. (Cornell)  
*Professor of Physics* 1024 Gloria Avenue
- Andrew G. Wallace (1964), M.D. (Duke)  
*Professor of Medicine and Assistant Professor of*  
*Physiology* 3413 Rugby Road
- <sup>173</sup>Michael A. Wallach (1962), Ph.D. (Harvard)  
*Professor of Psychology* 2406 North Duke Street
- Abe Walston, II (1969), M.D., LL.B. (Duke)  
*Assistant Professor of Medicine* 622 Starmont Drive
- Richard L. Walter (1962), Ph.D. (Notre Dame)  
*Associate Professor of Physics* 1614 Woodburn Road
- Hsioh Shan Wang (1965), M.B. (National Taiwan Univ. Med. Coll.)  
*Associate Professor of Psychiatry* 2832 McDowell Street
- Lily Pan Wang (1970), M.S.W. (North Carolina)  
*Associate in Psychiatric Social Work* 2832 McDowell Street
- Paul P. Wang (1968), Ph.D. (Ohio State)  
*Associate Professor of Electrical Engineering* 2709 Montgomery Street
- Calvin Lucian Ward (1952), Ph.D. (Texas)  
*Associate Professor of Zoology* 1726 Duke University Road
- Frances Ward (1969), Ph.D. (Brown)  
*Assistant Professor of Immunology and Assistant Professor*  
*of Experimental Surgery* 424 Carolina Circle
- Bruce W. Wardropper (1962), Ph.D. (Pennsylvania)  
*William H. Wannamaker Professor of Romance Languages* 3443 Rugby Road
- Seth L. Warner (1955), Ph.D. (Harvard)  
*Professor of Mathematics* 2406 Wrightwood Avenue
- Richard Lyness Watson, Jr. (1939), Ph.D. (Yale)  
*Professor of History* 109 Pinecrest Road
- Robert Andrew Waugh (1972), M.D. (Pennsylvania)  
*Associate in Medicine* 2504 Vineyard Street
- Robert E. Webster (1970), Ph.D. (Duke)  
*Associate Professor of Biochemistry* 3720 Saint Marks Road
- Benjamin F. Weeks (1972), M.S. (Clemson)  
*Visiting Assistant Professor of Aerospace Studies* 1719 Euclid Road
- E. Roy Weintraub (1970), Ph.D. (Pennsylvania)  
*Associate Professor of Economics* 2902 Gretmar Drive

<sup>173</sup>Sabbatical leave, fall 1972-73; through 8-31-72.

- Morris Weisfeld (1967), Ph.D. (Yale)  
*Professor of Mathematics* Apartment 4  
 2100 House Avenue
- John C. Weistart (1969), J.D. (Duke)  
*Associate Professor of Law* 3818 Darby Road
- Henry Weitz (1950), Ed.D. (Rutgers)  
*Professor of Education* 2716 Circle Drive
- Bruce A. Wells (1964), M.S.E.E. (Oregon State)  
*Associate Professor of Electrical Engineering* 2729 Montgomery Street
- <sup>174</sup>Richard L. Wells (1962), Ph.D. (Indiana)  
*Associate Professor of Chemistry* 3313 Randolph Road
- Samuel A. Wells, Jr. (1970), M.D. (Emory)  
*Associate Professor of Surgery* 27 Oak Drive
- Paul Welsh (1948), Ph.D. (Cornell)  
*Professor of Philosophy* 2749 Dogwood Road
- Martha L. Wertz (1960), M.S.W. (Tulane)  
*Assistant Professor of Psychiatric Social Work* 2717 Augusta Drive
- Joseph Cable Wetherby (1947), M.A. (Wayne)  
*Associate Professor of English* 2604 Sevier Street
- Robert Whalen (1961), M.D. (Cornell)  
*Associate Professor of Medicine* 3509 Westover Road
- Alan D. Whanger (1970), M.D. (Duke)  
*Assistant Professor of Psychiatry* 3316 Dixon Road
- Robert W. Wheat (1958), Ph.D. (Washington)  
*Associate Professor of Microbiology*  
*and Assistant Professor of Biochemistry* 2720 Montgomery Street
- Charles W. White (1970), Ph.D. (Stanford)  
*Assistant Professor of Psychology* 2514 Nation Avenue
- Fred M. White (1959), M.F. (Duke)  
*Assistant Professor of Silviculture* 3323 Rolling Hills Road
- Richard Alan White (1963), Ph.D. (Michigan)  
*Associate Professor of Botany* 608 Duluth Street
- Suzanne White (1970), M.A. (California at Los Angeles)  
*Instructor in Physical Education* Apartment K2B  
 1500 Duke University Road
- Willamay Whitner (1969), Ed.D. (Columbia)  
*Professor of Nursing* Route 7  
 122 Landsbury Road
- Frances K. Widmann (1971), M.D. (Western Reserve)  
*Assistant Professor of Pathology* 1504 Cumberland Road  
 Chapel Hill, N. C.
- Richard Herbert Wiebe (1972), M.D. (Saskatchewan)  
*Associate in Obstetrics and Gynecology* Morreene West Apartment 10-B  
 700 Morreene Road
- Karl Milton Wilbur (1946), Ph.D. (Pennsylvania)  
*James B. Duke Professor of Zoology* Apartment 4-J  
 1505 Duke University Road
- Robert L. Wilbur (1957), Ph.D. (Michigan)  
*Professor of Botany* 2613 Stuart Drive
- <sup>176</sup>Pelham Wilder, Jr. (1949), Ph.D. (Harvard)  
*Professor of Chemistry and Professor of Pharmacology*  
*in the Department of Physiology and Pharmacology* 2514 Wrightwood Avenue
- Catherine M. Wilfert (1969), M.D. (Harvard)  
*Assistant Professor of Pediatrics and Assistant*  
*Professor of Virology in the Department of*  
*Microbiology and Immunology* Route 2, Piney Mountain Road  
 Chapel Hill, N. C.
- <sup>177</sup>Robert H. Wilkins (1968), M.D. (Pittsburgh)  
*Assistant Professor of Neurosurgery in Department*  
*of Surgery* 3726 Bentley Drive
- Robert H. Wilkinson, Jr. (1967), M.D. (Washington Univ.)  
*Associate Professor of Radiology* 3519 Courtland Drive
- William E. Wilkinson (1967), Ph.D. (North Carolina)  
*Assistant Professor of Mathematics* 2013 North Lakeshore Drive  
 Chapel Hill, N. C.
- Hilda Pope Willett (1948), Ph.D. (Duke)  
*Professor of Bacteriology* 901 Wakestone Circle  
 Raleigh, N. C.

<sup>174</sup>Sabbatical leave, fall 1972-73.

<sup>176</sup>Sabbatical leave, spring 1972-73.

<sup>177</sup>Through 7-31-72.

- George Walton Williams (1957), Ph.D. (Virginia)  
*Professor of English* 6 Sylvan Road
- Redford Brown Williams, Jr. (1972), M.D. (Yale)  
*Assistant Professor of Psychiatry and Assistant Professor of Medicine* Holly Hills Apartment 15-C  
 2748 Middleton Street
- William Hailey Willis (1963), Ph.D. (Yale)  
*Professor of Greek in Department of Classical Studies* 1419 Dollar Avenue
- James F. Wilson (1967), Ph.D. (Ohio State)  
*Associate Professor of Civil Engineering* 1109 Archdale Road
- James W. Wilson (1969), Ph.D. (Kentucky)  
*Assistant Professor of Pathology* 2711 Oberlin Drive
- John Wilson (1968), D.Phil. (Oxford)  
*Associate Professor of Sociology* 3130 Pickett Road
- Robert L. Wilson (1970), Ph.D. (Northwestern)  
*Research Professor of Church and Society* 237 Monticello Avenue
- Ruby L. Wilson (1959-1970; 1971), Ed.D. (Duke)  
*Professor of Nursing* 2436 Tryon Road
- Thomas G. Wilson (1959), Sc.D. (Harvard)  
*Professor of Electrical Engineering* 2721 Sevier Street
- William P. Wilson (1961), M.D. (Duke)  
*Professor of Psychiatry* 1209 Virginia Avenue
- Cliff W. Wing, Jr. (1965), Ph.D. (Tulane)  
*Associate Professor of Psychology* 2722 Spencer Street
- Orval Wintermute (1958), Ph.D. (Johns Hopkins)  
*Associate Professor of Religion and Lecturer in Old Testament* 1103 North Duke Street
- <sup>178</sup>Paul C. Winther (1970), M.A. (Michigan State)  
*Lecturer in Sociology and Anthropology* 129 North Hassel Street  
 Hillsborough, N. C.
- Loren Ralph Withers (1949), M.S. (Juilliard)  
*Professor of Music* 2741 Dogwood Road
- <sup>179</sup>Ronald G. Witt (1971), Ph.D. (Harvard)  
*Associate Professor of History* 806 Onslow Street
- <sup>180</sup>Benjamin Wittels (1961), M.D. (Minnesota)  
*Professor of Pathology* 2308 Prince Street
- Myron L. Wolbarsht (1968), Ph.D. (Johns Hopkins)  
*Professor of Ophthalmology, Associate Professor of Physiology, Lecturer in Psychology, and Professor of Biomedical Engineering* 1435 Acadia Street
- Walter G. Wolfe (1972), M.D. (Temple)  
*Assistant Professor of Surgery* 3824 Hillgrand
- Kai Tak Wong (1971), Ph.D. (Illinois)  
*Assistant Professor of Mathematics* 2610 Duke Homestead Road
- Max Atkin Woodbury (1966), Ph.D. (Michigan)  
*Professor of Biomathematics (Community Health Sciences) and Professor of Computer Science* 4008 Bristol Road
- Barnes Woodhall (1937-43; 1945), M.D. (Johns Hopkins)  
*James B. Duke Professor of Neurosurgery* 4006 Dover Road
- Nancy F. Woods (1972), M.S.N. (Washington)  
*Instructor in Nursing* Apartment 8-H  
 200 Seven Oaks Road
- <sup>181</sup>A. Lorraine Woodyard (1954), M.Ed. (North Carolina at Greensboro)  
*Associate Professor of Physical Education* 880 Louise Circle
- Boyd T. Worde (1958), M.D. (Tennessee)  
*Associate Professor of Radiology* 2512 Sevier Street
- Joseph B. Workman (1971), M.D. (Maryland)  
*Associate Professor of Radiology* 219 Country Club Road
- <sup>182</sup>Paul M. Wortman (1967), Ph.D. (Carnegie-Mellon)  
*Assistant Professor of Psychology* Route 1, Box 313A  
 Linden Road

<sup>178</sup>Through 5-31-72.

<sup>179</sup>Leave of absence, spring 1972-73.

<sup>180</sup>Leave of absence 1972-73.

<sup>181</sup>Sabbatical leave, spring 1972-73.

<sup>182</sup>Through 5-31-72.

- Julia Ann Hedgepeth Wray (1955), M.F.A. (North Carolina at Greensboro)  
*Assistant Professor of Physical Education* 911 Carver Street
- Donald Wright (1967), Ph.D. (Purdue)  
*Assistant Professor of Mechanical Engineering* 5428 Highland Drive
- James E. Wuenschel (1970), Ph.D. (Wisconsin)  
*Assistant Professor of Forest Ecology* Route 1, Box 273-B  
 Timberlake, N. C.
- James B. Wyngaarden (1956-65; 1967), M.D. ((Michigan)  
*Hanes Professor of Medicine* 707 Morehead Avenue
- Linda D. Wyrick (1972), Ph.D. (Arizona)  
*Associate in Medical Psychology in the Department of Psychiatry* Apartment 16  
 2009 Southwood Drive
- David O. Yandle (1967), Ph.D. (North Carolina State)  
*Associate Professor of Forest Mathematics* 2612 McDowell Street
- William E. Yarger (1971), M.D. (Baylor)  
*Assistant Professor of Medicine* 3406 Cambridge Road
- <sup>183</sup>William P. Yohe (1958), Ph.D. (Michigan)  
*Professor of Economics* 3310 Pinafore Drive
- Charles R. Young (1954), Ph.D. (Cornell)  
*Professor of History* 2929 Welcome Drive
- <sup>184</sup>David L. Young (1966), M.D. (Texas)  
*Associate Professor of Medicine* 3504 Stoneybrook Drive
- <sup>185</sup>Franklin W. Young (1968), Ph.D. (Duke)  
*Amos R. Kearns Professor of New Testament and Patristic Studies* 132 Pinecrest Road
- Helen Rose Young (1957), M.S. (William & Mary)  
*Assistant Professor of Nursing* 5400 Newhall Road
- <sup>186</sup>Paul Young (1956), M.A. (Illinois)  
*Professor in the Faculty of Arts and Sciences* 1110 Shepherd Street
- W. Glenn Young, Jr. (1954), M.D. (Duke)  
*Professor of Surgery* 3718 Eton Road
- Martin Zade (1972), M.D. (Uppsala Univ., Sweden)  
*Visiting Associate Professor of Physiology* 1609 Cole Mill Road
- <sup>187</sup>Robert E. Zipf, Jr. (1971), M.D. (Ohio State)  
*Assistant Professor of Pathology* 3919 Brixton Lane
- William W. K. Zung (1966), M.D. (Texas)  
*Associate Professor of Psychiatry* 1816 Woodburn Road
- Peter Zwadyk, Jr. (1971), Ph.D. (State Univ. of Iowa)  
*Assistant Professor of Pathology and Assistant Professor of Microbiology* 4729 Stafford Drive
- Hendrick J. Zweerink (1970), Ph.D. (Cornell)  
*Assistant Professor of Microbiology* 2309 Prince Street

<sup>183</sup>Sabbatical leave, fall 1972-73.

<sup>184</sup>Deceased November 19, 1972.

<sup>185</sup>Sabbatical leave, fall 1972-73.

<sup>186</sup>Retired 12-31-71.

<sup>187</sup>Through 6-30-72.



## Adjunct Faculty and Part-Time Instructional Staff \*

Mohammad H. Afghahi (1972), M.A. (Duke) <i>Part-time Instructor, Mathematics</i>	Apartment E-2-C 1500 Duke University Road
Elizabeth H. Agnew (1971), M.A. (Duke) <i>Part-time Instructor, Mathematics</i>	Apartment 2 2510 Vesson Avenue
Paul Wesley Aitken (1964), Th.M. (Duke) <i>Chaplain and Part-time Assistant Professor of Clinical Pastoral Education</i>	2909 Harriman Drive
Samuel Allen (1972), J.D. (Harvard) <i>Visiting Lecturer (part-time), Black Studies</i>	304 Carr
Marcelino Amaya (1966), M.D. (Nacional Automona de Mexico) <i>Assistant Professor (part-time), Psychiatry</i>	2928 Friendship Road
Robert Neal Bland (1972), B.A. (Atlanta) <i>Part-time Instructor, Philosophy</i>	Route 2, Box 479
Ronald Blum (1972), Ph.D. (Stanford) <i>Adjunct Associate Professor, Physics</i>	1315 Morreene Road
Gregory Boudreaux (1972), B.A. (Louisiana State) <i>Part-time Instructor, Philosophy</i>	3405 Swansea Street
T. Dwight Bozeman (1972), Th.M. (Richmond Union Seminary) <i>Graduate Assistant, Divinity</i>	Graduate Center Glen Heights Chapel Hill, N. C.
Joan Marie Troy Brooks (1969), Ph.D. (Duke) <i>Part-time Instructor, Education</i>	
A. Edward Burgess (1972), B.A. (Bridgewater Coll.) <i>Part-time Instructor, History</i>	220 Monmouth Avenue
Graham J. Burkheimer (1972), M.A. (East Carolina) <i>Lecturer (part-time), Psychology</i>	1536 Euclid Road
Gerald Allen Butler (1970), B.D. (Union Theological Seminary) <i>Graduate Assistant, Divinity</i>	2826 Erwin Road
Harry S. Butler (1970), M.A. (Duke) <i>Graduate Tutor, English</i>	A-307 Bristol Court Apts.
Susan M. Butler (1970), M.A. (Duke) <i>Graduate Tutor, English</i>	A-307 Bristol Court Apts.
Wayne Troy Caldwell (1970), M.A. (Appalachian State) <i>Graduate Tutor, English</i>	500-C Watts Street Apartment 15-C
Cathy Carlson (1972), M.R.E. (Perkins School of Theology) <i>Part-time Instructor, Divinity</i>	200 Seven Oaks Road
Patricia A. Carlson (1970), M.A. (Duke) <i>Graduate Tutor, English</i>	2009 West Club Boulevard Box 1027
John W. Carlton (1955), Ph.D. (Duke) <i>Adjunct Professor of Preaching, Divinity</i>	Wake Forest, N. C.
Kaye Brown Cartmill (1972), A.M. (Duke) <i>Part-time Instructor, Sociology</i>	Route 1, Box 329-A
William Frank Cassano (1972), B.S. (Duke) <i>Part-time Instructor, Computer Science</i>	Box 7621 College Station
Robert M. Casto (1972), M.Div. (Methodist Theological School, Ohio) <i>Preceptor, Religion</i>	Apartment D-2-A 1500 Duke University Road
Arthur T. Charlesworth (1972), B.S. (Stetson) <i>Part-time Instructor, Mathematics</i>	Route 7, Box 69-A
Edgar W. Clark (1963), Ph.D. (California) <i>Adjunct Associate Professor of Forest Entomology</i>	Route 1, Box 62 Cary, N. C.
Allen C. Cochran (1972), Ph.D. (Oklahoma) <i>Visiting Assistant Professor (part-time), Mathematics</i>	Apartment 15-F 1315 Morreene Road
Ralph A. Cohen (1970), M.A. (Duke) <i>Graduate Tutor, English</i>	Apartment L-2 811 Demerius Street
Philip Robert Cousin (1969), S.T.B. (Boston) <i>Visiting Lecturer in Church and Society (part-time), Divinity</i>	919 Jerome Road
David L. Cozart (1971), B.S. (Guilford) <i>Part-time Instructor, Mathematics</i>	612 West Markham Avenue

\*See also Medical School, page 61.

- Chicita F. Culberson (1971), Ph.D. (Duke)  
*Senior Research Associate and Lecturer in Botany* Route 7  
George King Road
- Richard Alan Culpepper (1971), M.Div. (Southern Baptist Theological Seminary)  
*Graduate Assistant, Divinity* 1809 Morehead Avenue
- Andrew Dainis (1972), Ph.D. (Adelaide, Australia)  
*Part-time Instructor, Physical Education* Route 3, Box 283-B  
Hillsborough, N. C.
- Junius A. Davis (1968), Ph.D. (Columbia)  
*Lecturer (part-time), Psychology and Adjunct  
Professor in Education* 405 Holly Lane  
Chapel Hill, N. C.
- John C. Detwiler (1966), Th.M. (Duke)  
*Assistant Chaplain Supervisor, Duke Medical Center,  
and Instructor in Pastoral Care, Divinity* 2733 Spencer Street
- William W. Dickson (1971), M.A. (Duke)  
*Graduate Tutor, English* Apartment 4-C  
5222 Kerley Road
- Glenn A. Diegnan (1972), B.S. (Bucknell)  
*Part-time Instructor, Chemistry* 2411 Chapel Hill Road
- Edward Dirlam (1971), B.S. (Stetson)  
*Part-time Instructor, Chemistry* 5901 Craig Road
- Robert J. Drye, Jr. (1972), Ph.D. (North Carolina)  
*Adjunct Assistant Professor, Civil Engineering* 1017 Winwood Drive  
Cary, N. C.
- Thomas G. Dzubay (1969), Ph.D. (Minnesota)  
*Adjunct Assistant Professor, Physics* 2410 Huron Circle
- David T. Elder (1972), M.A. (Duke)  
*Graduate Tutor, English* 1719 James Street
- Paul Elliott (1971), B.S. (Duke)  
*Part-time Instructor, Computer Science Program* Apartment 4-A  
1700 Chapel Hill Road
- Ainslie Embree (1969), Ph.D. (Columbia)  
*Visiting Professor (part-time), History* 3408 Dover Road
- Lynda Luther Emerson (1970), A.B. (Vassar)  
*Part-time Instructor, Mathematics* Route 8, Box 284
- Amy B. Erbach (1972), M.A. (Duke)  
*Part-time Instructor, Mathematics* 913 North Buchanan Boulevard
- Joseph James Falcone (1971), B.A. (Duke)  
*Part-time Instructor, Physical Education* 1403 Woodburn Road
- Sam Ferguson (1972), M.A.T. (Duke)  
*Part-time Instructor, Chemistry* 404½ West Markham Avenue
- Wayne R. Fleeger (1972), M.A. (Duke)  
*Graduate Tutor, English* 934 Lambeth Circle
- Anne C. Fong (1969), B.A. (Barnard)  
*Part-time Instructor, Romance Languages* 903 Monmouth Street
- Diane K. Fraser (1972), M.A. (Duke)  
*Part-time Instructor, Sociology* Route 1, Box 172-A  
Efland, N. C.
- James Wright Galbraith (1972), B.S. (North Carolina)  
*Part-time Laboratory Instructor, Chemistry* 3407-A Swansea Street
- Edwin R. Garrison (1972), B.D. (Drew)  
*Visiting Consultant, Divinity* Apartment 18-E  
Chapel Towers Apartments
- Paul L. Gaus (1972), B.S. (Miami)  
*Part-time Instructor, Chemistry* Apartment 21-F  
2723 Brown Avenue
- Lawrence Gestaut (1971), B.A. (Lake Forest Coll.)  
*Part-time Instructor, Chemistry* Apartment 9-H  
1505 Duke University Road
- Robert G. Ghirardelli (1962), Ph.D. (California Instit. of Tech.)  
*Adjunct Associate Professor, Chemistry* 1404 Anderson Street
- Linda Giberson (1972), M.A. (Duke)  
*Part-time Instructor, Economics* 612 Gattis Street
- Roy A. Gilchrist (1968), M.P.H. (North Carolina)  
*Part-time Instructor, Physical Education* Apartment 6-D  
1808 Chapel Hill Road
- Virginia B. Gilmore (1972), M.A. (Duke)  
*Part-time Instructor, Sociology* Apartment 3  
2512 Vesson Street
- Edward F. Glusman, Jr. (1972), M.Div. (Western Theological Seminary)  
*Graduate Assistant, Divinity* 1939 Morehead Avenue
- Lawrence C. Goodwyn (1971), Ph.D. (Texas)  
*Adjunct Assistant Professor, History and Senior  
Research Associate in the Center for Southern Studies* 23 Scott Place

Elizabeth D. Greeman (1972), M.A. (Duke)  
*Part-time Instructor, History* 421 Carolina Circle

Floyd B. Gulick (1972), M.M. (Eastman School of Music)  
*Staff Associate in the Department of Music, Assistant Director of Chapel Music and Chapel Organist* Apartment 18-I  
 1315 Morreene Road

Thomas M. Haizlip (1970), M.D. (North Carolina)  
*Assistant Professor (part-time), Psychiatry* 5201 Rembert Drive  
 Raleigh, N. C.

Huston D. Hallahan (1972), M.A. (Duke)  
*Graduate Tutor, English* Box 42  
 214 Monk Road

Bruce T. Harper (1972), B.A. (Brigham Young)  
*Graduate Tutor, English* Apartment 3  
 813 North Buchanan Boulevard

Betty Glenn Harris (1970), M.S.N. (Alabama)  
*Lecturer in the School of Nursing (part-time)* 6516 Brookhollow Drive  
 Raleigh, N. C.

Frederica Crowell Harrison (1970), M.S.W. (Atlanta)  
*Associate (part-time), Department of Psychiatry* Route 3  
 535 Tuggle Street

Becky Jon Hayward (1966), M.A. (Duke)  
*Graduate Tutor, English* Route 3, Box 360-A  
 Hillsborough, N. C.

Pierce Hayward (1972), M.S. (North Carolina)  
*Part-time Instructor, Civil Engineering* 2413 West Cornwallis Road

Jerry S. Herbert (1971), B.A. (University of Redlands)  
*Preceptor, Political Science* 1408 Alabama Avenue

Scott Herman-Giddens (1970)  
*Part-Time Lecturer, Computer Science and Systems Programmer in Division of Pediatric Cardiology in the Pediatrics Department* 12 Cobb Terrace  
 Chapel Hill, N. C.

David C. Hester (1971), M.Div. (Bangor Theological Seminary)  
*Graduate Assistant in New Testament Greek, Divinity* Apartment 12-F  
 600-2 LaSalle Street

Dorothy K. Heyman (1971), M.S.W. (Pennsylvania)  
*Part-time Assistant Professor, Psychiatric Social Work* 1216 Woodburn Road

David P. Hill (1972), M.A. (Memphis State)  
*Part-time Instructor, Romance Languages* 76-A Colonial Apartments

Brian Andrew Hills (1968), Ph.D. (Adelaide)  
*Adjunct Associate Professor of Biomedical Engineering*

Charles S. Hodges, Jr. (1963), Ph.D. (Georgia)  
*Adjunct Associate Professor, Forest Pathology* 2012 Nancy Ann Drive  
 Raleigh, N. C.

John Holsberry (1971), M.A. (Florida State)  
*Graduate Tutor, English* Apartment P-1  
 820 Demerius Street

Timothy K. Hoyer (1972), M.A. (East Texas State Univ.)  
*Preceptor, Political Science* 924 West Trinity Street

Kaye V. Hughes (1971), M.A. (North Carolina)  
*Part-time Instructor, Romance Languages* A3A Cameron Court Apartments  
 Raleigh, N. C.

David J. Hurd (1972), B.M. (Oberlin Coll.)  
*Assistant Chapel Organist, Assistant to the Director of Choral Activities and Divinity School Organist* Apartment 21-L  
 1315 Morreene Road

Carol C. Ingram (1971), M.A. (Chicago)  
*Part-time Assistant Professor, Nursing* 1917 South Lake Shore Drive  
 Chapel Hill, N. C.

Jacqueline Ingram (1967), B.A. (Oklahoma)  
*Technical Assistant (part-time), Geology* 601 Oteys Road  
 Chapel Hill, N. C.

Alan W. Jenks (1966), Th.D. (Harvard)  
*Lecturer (part-time), Religion* 2904 Herring Boulevard

Christa T. Johns (1971), Ph.D. (Free Univ.)  
*Visiting Assistant Professor (part-time), Religion* 3219 Waterbury Drive

Donald L. Johnston (1972), Ph.D. (Princeton)  
*Part-time Instructor, Chemistry* 818 Wilkerson Avenue  
 Route 2

Clarence Dupre Jones, III (1972), M.A.T. (North Carolina)  
*Part-time Instructor, Computer Science* Chapel Hill, N. C.

Roger R. Keller (1972), M.Div. (Princeton)  
*Graduate Assistant, Divinity* 932 Lambeth Circle

John Thomas Kelly (1971), M.A. (Case Western Reserve)  
*Graduate Tutor, English* Apartment 8  
 916 West Trinity Avenue

John G. Kennedy (1971), M.A. (Duke)  
*Graduate Tutor, English* 888 Louise Circle

Randall Marvin King (1972), M.S. (Maryland)  
*Part-time Instructor, Mathematics* Apartment 85-C  
 3022 Chapel Hill Road

Rebecca Kinnamon (1971), M.A.T. (Duke) <i>Graduate Tutor, English</i>	Apartment 21-N 2729 Brown Avenue
Donald Henry Kirkham (1972), M.Ed. (Sydney, Australia) <i>Preceptor, Divinity</i>	826 Louise Circle Apartment 1-A
Gunter Klabs (1965), M.A. (North Carolina) <i>Part-time Instructor, Germanic Languages and Literature</i>	801 Underwood Avenue
Carl B. Klein (1972), B.A. (Davidson Coll.) <i>Graduate Tutor, English</i>	1732 Hillandale Road Route 1
Maurine Boie LaBarre (1961), M.S.W. (Bryn Mawr) <i>Part-time Associate Professor, Psychiatric Social Work</i>	Mt. Sinai Road
Musia Lakin (1969), M.A. (Chicago) <i>Adjunct Instructor, Psychology</i>	2709 McDowell Street
Karla Langedijk (1969), Ph.D. (Amsterdam) <i>Lecturer and Indexer (part-time), Art</i>	1110 Wells Street
Berkley Latimer (1972), M.A. (Duke) <i>Part-time Instructor, History</i>	906 Monmouth Avenue
Ko-Wei Lih (1972), B.S. (National Taiwan Univ.) <i>Part-time Instructor, Mathematics</i>	902 Sedgefield Street
David Lindquist (1971), M.A. (Duke) <i>Preceptor, Political Science</i>	1222 Arnette Avenue
James C. Little (1971), B.D. (Duke) <i>Part-time Lecturer, Religion</i>	1207 Washington Street
Elizabeth H. Locke (1968), Ph.D. (Duke) <i>Part-time Visiting Assistant Professor, English</i>	1908 Ruffin Street
Jerome M. Loving (1972), M.A. (Duquesne) <i>Graduate Tutor, English</i>	85-D Colonial Apartments Apartment L-2-C
Martin Lowery (1972), B.A. (DePaul) <i>Part-time Instructor, Philosophy</i>	1500 Duke University Road
Victor T. Luckas (1972), M.A. (Illinois) <i>Part-time Instructor in Anthropology</i>	805 West Club Boulevard
Jo Ann Lutz (1971), M.A. (Duke) <i>Part-time Instructor, Mathematics</i>	913 North Buchanan Boulevard
Ian G. MacIntyre (1970), Ph.D. (McGill) <i>Adjunct Assistant Professor, Geology</i>	Smithsonian Institution Washington, D. C.
Daniel McGillis (1972), B.S. (Washington) <i>Part-time Instructor, Psychology</i>	Route 8, Box 389
Robert E. McKeown (1972), M.Div. (Duke) <i>Graduate Assistant, Divinity</i>	119 Pinecrest Road
David H. Madsen (1970), B.A. (Brigham Young) <i>Part-time Instructor, Romance Languages</i>	902 Dacian Avenue
Carlyle Marney (1972), Th.D. (Southern Seminary Louisville) <i>Visiting Professor of Preaching (part-time), Divinity</i>	Box 54, Divinity School
James B. Martin (1970), A.B. (Duke) <i>Assistant Instructor in Physical Education and Assistant Manager, Golf Course</i>	1003 Dacian Avenue
George C. Mason (1972), M.A. (Duke) <i>Part-time Instructor, Classical Studies</i>	Route 7, Box 79
Donald G. Mathews (1972), Ph.D. (Duke) <i>Visiting Associate Professor of Preaching (part-time), Divinity</i>	P. O. Box 1156 Chapel Hill, N. C.
Anthony S. Maurice (1971), M.A. (Middlebury Coll.) <i>Part-time Instructor, Romance Languages</i>	14-E Stratford Hills Chapel Hill, N. C.
John Menapace (1972) <i>Part-time Instructor, Art</i>	3425-A Randolph Road
James Gerrard Mentzer (1972), M.A. <i>Instructional Assistant, History</i>	1003 Camden Avenue Apartment 3-A
Robert L. Meredith (1970), M.A. (Duke) <i>Graduate Tutor, English</i>	1611 Duke University Road
Louis J. Metz (1963), Ph.D. (Duke) <i>Adjunct Associate Professor, Forestry</i>	928 Kathryn Street Cary, N. C.
Kathryn L. Mitchem (1972), M.Div. (Duke) <i>Part-time Instructor, Divinity</i>	705 South Willow Street Lumberton, N. C.
M. Wilson Nesbitt, Jr. (1957), B.D. (Duke), D.D. <i>Adjunct Professor of the Work of the Rural Church</i>	1609 Peace Street

Martha J. Neu (1970), B.S. (Houghton Coll.)  
*Part-time Instructor, Chemistry* 2125 Sprunt Avenue

Eleanor H. Ninestein (1972), B.A. (Agnes Scott Coll.)  
*Part-time Instructor, Mathematics* 913 Buchanan Boulevard

David Arthur Nordquest (1971), M.A. (Duke)  
*Preceptor, Political Science* 1017 Gloria Avenue

John P. Norris (1972), M.A. (Duke)  
*Graduate Tutor, English* Apartment 10-B  
1600 Anderson Street

Jean F. O'Barr (1969), Ph.D. (Northwestern)  
*Lecturer (part-time), Political Science* 1700 Shawnee Street

Ronald Olson (1972), B.A. (Univ. of South Florida)  
*Part-time Instructor, Computer Science* Apartment 19-G  
Chapel Towers

Timothy G. O'Rourke (1971), B.A. (Pittsburgh)  
*Preceptor, Political Science* 108 West Club Boulevard

Helen N. Parker (1970), M.A. (North Carolina)  
*Graduate Tutor, English* Apartment J-5  
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<i>General Assistant</i>	924 West Trinity Avenue
Margaret K. Mattis, M.S. in L.S.	208 Hillsborough Street
<i>Reference Librarian</i>	Chapel Hill, N. C.
Katherine H. Ripley	704 Reta Road
<i>Reserve Reading Room Librarian</i>	
Phyllis C. Rogers, B.S.	2307 S. Roxboro Street
<i>Assistant, Circulation</i>	
Cynthia C. Smith, A.B.	403 Watts Street
<i>General Assistant</i>	
Betty Young, M.S. in L.S.	2929 Welcome Drive
<i>Head, Circulation Department</i>	

## Art History Library

Edith Hassold, Dip. in L.S.	Apartment 6
<i>Librarian</i>	2030 Bedford Street

**Biology-Forestry Library**

Edwina D. Johnson, B.S. in L.S. <i>Librarian</i>	1606 Peace Street
Diane S. Bailes, B.S. <i>Assistant</i>	1210 Vickers Avenue
Nancy F. Vest, M.A.T. <i>Assistant</i>	205 Northwood Circle

**Chemistry Library**

Elizabeth A. Schadel, M.S. in L.S. <i>Librarian</i>	Apartment 5 House Avenue
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**Divinity School Library**

Donn Michael Farris, M.S. in L.S. <i>Librarian</i>	921 N. Buchanan Boulevard Apartment F-1-B
Harriet V. Leonard, M.S. in L.S. <i>Reference Librarian</i>	University Apartments
Mary S. Robinson, A.B. <i>Assistant</i>	Box 22, Colonial Mobile Park Butner, N. C.
Betty K. Walker, B.A. <i>Assistant</i>	1518 James Street

**School of Engineering Library**

Joe C. Rees, M.S. in L.S. <i>Librarian</i>	Pleasant Green Road
Patricia Anne Roberts, B.A. <i>Assistant</i>	1219-D Naples Place Hardee Street

**Law School Library**

Igor I. Kavass, LL.B. <i>Law Librarian</i>	2645 Umstead Road
Patricia A. Webster, B.A. <i>Library Secretary</i>	3207 Mossdale Road
Mary Katherine Gamewell, A.B., M.S.L.S. <i>Acquisitions Librarian</i>	
Madeline Copeland, A.B., A.B. in L.S. <i>Cataloger</i>	1018 Monmouth Avenue
Betty Shen Wu, M.A. in L.S. <i>Cataloger</i>	5204 Sweetbriar Drive Raleigh, N. C.
Alice Hollis, Ph.B. <i>Serials Cataloger</i>	104 Glendale Drive Chapel Hill, N. C.
Elaine Ackroyd-Kelly, B.S. <i>Library Assistant in Cataloging</i>	Apartment 87-A Colonial Apartments
Claire Bledsoe Pratt, B.A., M.S.L.S. <i>Circulation &amp; Reference Librarian</i>	Route 3, Box 279-A
Carolyn Bower Ditty, B.S. Ed. <i>Library Assistant in Reference &amp; Circulation</i>	Apartment 39 500 Dupont Drive
Helene Kurzweil Lorber, B.A. <i>Library Assistant in Reference &amp; Circulation</i>	2716 Middleton Street
Mary Weathers, B.S., M.A. in L.S. <i>Library Assistant in Reference &amp; Circulation</i>	Apartment B-4 4216 Garrett Road

**Medical Center Library**

G. S. Terence Cavanagh, B.L.S. <i>Director, and Curator of Trent Collection</i>	Apartment F-8 1200 Leon Street
Warren P. Bird, M.S. <i>Associate Director</i>	Apartment 10 2007 House Avenue

Constance M. Tatum, M.S.	
<i>Chief Cataloguer</i>	610 Massey Avenue
Mary Ann Brown, M.S.	Apartment 26
<i>Chief of Reader Services</i>	2117 Bedford Street
Eula Wheeler, M.S.	28 Mt. Bolus Road
<i>Acquisitions Librarian</i>	Chapel Hill, N. C.
Kathryn Kruse, M.A.	Apartment 6-C
<i>Reference Librarian</i>	1600 Anderson Street
Susan C. Smith, B.S., M.F.A.	
<i>Assistant Curator, Trent Collection</i>	3204 Hope Valley Road
Janet Sawyer, B.A.	
<i>Circulation Assistant</i>	1410 James Street
Judy Woodburn, M.S.	Apartment 26
<i>Serials Librarian</i>	2117 Bedford Street

### **Medical Sciences Branch**

Virginia DeTurk	
<i>Librarian</i>	114 Newell Street

### **Nursing School Library**

Katina Walser	
<i>Librarian</i>	178 Daniels Road
	Chapel Hill, N. C.

### **Physics-Mathematics Library**

Mary Cox, B.A.	
<i>Librarian</i>	1913 University Drive

# Government and Administrative and Instructional Staff

The University Trustees		36
Trustees Emeriti		16
General Administration		17
Faculty and Administrators Emeriti		117
*Instructional Staff		1293
Professors	393	
Associate Professors	235	
Assistant Professors	327	
Associates	90	
Instructors	31	
Lecturers	4	
Visiting Professors and Lecturers	23	
Professors	6	
Associate Professors	7	
Assistant Professors	9	
Instructors	0	
Lecturers	1	
Part-time:		
Adjunct Faculty and Instructional Staff (except Medical School)	179	
Professors	10	
Associate Professors	14	
Assistant Professors	7	
Associates	4	
Instructors	70	
Lecturers	14	
Graduate Assistants, Tutors, and Preceptors	60	
Adjunct Faculty, Medical School	11	
Research Associates		149
Clinical Faculty, Medical School		119
†Educational Administration		22
‡Business Administration		32
Office of Development		14
Alumni Affairs		11
Placement Services		3
Public Relations		7
**Student Affairs		21
††Other Officers and Staff		93
Art	3	
Athletics	25	
Audio Visual Education-Medical Center	9	
Duke University Press	8	
Food Services	20	
House Counselors, Woman's College	16	
Music	4	
University Stores	8	
‡‡The University Libraries		179
TOTAL		2129

\*Includes 10 officers listed with General Administration.  
†Does not include 8 listed with General Administration; 37 with academic rank listed with Instructional Staff; and 1 listed with Faculty Emeriti.  
‡Does not include 4 listed with General Administration.  
\*\*Does not include 5 with academic rank listed with Instructional Staff.  
††Does not include 17 with academic rank listed with Instructional Staff.  
‡‡Does not include 5 with academic rank listed with Instructional Staff.



# Appendix

## Government

### 1. THE INDENTURE OF TRUST BY WHICH THE UNIVERSITY WAS CREATED

Among the provisions of James B. Duke's Indenture of Trust was an educational institution to be known as Duke University, to the building and support of which he made provision at the time of execution of the Indenture and later by additions thereto by the operation of his Will. In respect to Duke University the Indenture contains the following provisions:

I. (In Article FOURTH) The Trustees hereunder are hereby authorized and directed to expend as soon as reasonably may be not exceeding Six Million Dollars of the corpus of this trust in establishing at a location to be selected by them within the State of North Carolina an institution of learning to be known as Duke University, for such purpose to acquire such land and erect and equip thereon such buildings according to such plans as the Trustees may in their judgment deem necessary and adopt and approve for the purpose to cause to be formed under the laws of such state as the Trustees may select for the purpose a corporation adequately empowered to own and operate such properties under the name of Duke University as an institution of learning according to the true intent hereof, and convey to such corporation when formed the said lands, buildings and equipment upon such terms and conditions as that such corporation may use the same only for such purposes of such universities and upon the same ceasing to be so used then the same shall forthwith revert and belong to the Trustees of this trust as and become a part of the corpus of this trust for all the purposes thereof.

However, should the name of Trinity College, located at Durham, North Carolina, a body politic and incorporate, within three months from the date hereof (or such further time as the Trustees hereof may allow) be changed to Duke Uni-

versity, then, in lieu of the foregoing provisions of this division "FOURTH" of the Indenture as a memorial to his father, Washington Duke, who spent his life in Durham and whose gifts, together with those of Benjamin N. Duke, the brother of the party of the first part and of other members of the Duke family, have so largely contributed toward making possible Trinity College at that place, he directs that the Trustees shall expend of the corpus of this trust as soon as reasonably may be a sum not exceeding Six Million Dollars in expanding and extending said University, acquiring and improving such lands, and erecting, removing, remodeling and equipping such buildings, according to such plans, as the Trustees may adopt and approve for such purpose to the end that said Duke University may eventually include Trinity College as its undergraduate department for men, a School of Religious Training, a School for Training Teachers, a School of Chemistry, a Law School, Co-ordinate College for Women, a School of Business Administration, a Graduate School of Arts and Sciences, a Medical School and an Engineering School, as and when funds are available.

II. (In Article FIFTH) Thirty-two per cent of said net amount not retained as aforesaid for addition to the corpus of this trust shall be paid to that Duke University for which expenditures of the corpus of the trust shall have been made by the Trustees under the "Fourth" division of this Indenture so long as its name shall be Duke University and it shall not be operated for private gain, to be utilized by its Board of Trustees, in defraying its administration and operating expenses, increasing and improving its facilities and equipment, the erection and enlargement of buildings and the acquisition of additional acreage for it, adding to its endowment or in such other manner for it as the Board of Trustees of said institution may from time to time deem to be of its best interests, provided that in case such institutions shall incur any expense of liability beyond provisions already in sight to meet same, or in the judgment of the Trustees under this Indenture be not operated in a manner calculated to achieve the results intended hereby the Trustees under this Indenture may withhold the whole or any part of such percentage from said institution so long as such character of expense or liabilities or operation shall continue, such amounts so withheld to be in whole or in part either accumulated and applied to the purposes of such University in any future year or years, or utilized for the other objects of this Indenture, or added to the corpus of this trust for the purpose of increasing the principal of the trust estate, as the Trustees may determine.

III. (In Article SEVENTH) I have selected Duke University as one of the principal objects of this trust because I recognize that education, when conducted along sane and practical, as opposed to dogmatic and theoretical, lines, is, next to religion, the greatest civilizing influence. I request that this institution secure for its officers, trustees, and faculty, men of such outstanding character, ability, and vision as will insure its attaining and maintaining a place of real leadership in the educational world, and that great care and discrimination be exercised in admitting as students only those whose previous records show a character, determination, and application evincing a wholesome and real ambition for life. And I advise that the courses at this institution be arranged, first, with special reference to the training of preachers, teachers, lawyers and physicians, because these are most in the public eye, and by precept and example can do most to uplift mankind, and

second, to instruction in chemistry, economics, and history, especially the lives of the great of earth. because I believe that such subjects will most help to develop our resources, increase our wisdom and promote human happiness.

IV. (In Article THIRD) as respects any year or years and any purpose or purposes for which this trust is created (except the payments hereinafter directed to be made to Duke University) the Trustees in their uncontrolled discretion may withhold the whole or any part of said incomes, revenues and profits which would otherwise be distributed under the "Fifth" division hereof, and either (1) accumulate the whole or any part of the amount so withheld for expenditures (which the Trustees are hereby authorized to make thereof) for the same purpose in any future year or years, or (2) add the whole or any part of the amounts so withheld to the corpus of the trust, or (3) pay, apply and distribute the whole or any part of said amounts to and for the benefit of any one or more of the other purposes of this trust, or (4) pay, apply and distribute the whole or any part of said amounts to or for the benefit of any such like charitable, religious or educational purpose within the State of North Carolina or the State of South Carolina, and/or any such like charitable hospital purpose which shall be selected therefor by Trustees called for the purpose. complete authority and discretion in and for such selection and utilization being hereby given the Trustees in the premises.

## 2. THE CHARTER OF THE UNIVERSITY

**Section 1.** That A. P. Tyer, J. H. Southgate, B. N. Duke, G. A. Oglesby, V. Ballard, J. A. Long, J. F. Burton, J. N. Cole, F. A. Bishop, J. G. Brown, C. W. Toms, J. W. Alspaugh, W. R. Odell, J. A. Gray, F. Stikeleather, Kope Elias, S. B. Turrentine, P. H. Hanes, T. F. Marr, G. W. Flowers, M. A. Smith, R. H. Parker, W. J. Montgomery, F. M. Simmons, O. W. Carr, R. A. Mayer, N. M. Journey, Dred Peacock, B. B. Nicholson, W. G. Bradsher, E. T. White, T. N. Ivey, J. B. Hurley, R. L. Durham, W. C. Wilson, and their associates and successors shall be, and continue as they have been, a body politic and corporate under the name and style of DUKE UNIVERSITY, and under such name and style shall have perpetual existence and are hereby invested with all the property and rights of property which now belong to the said corporation, and said corporation shall henceforth and perpetually, by the name and style of DUKE UNIVERSITY, hold and use all the authority, privileges, and possessions it had or exercised under any former title and name, and be subject to all recognized legal liabilities and obligations now outstanding against such corporations.

**Section 2.** That such corporation is authorized to receive and hold by gift, devise, purchase or otherwise, property, real and personal, to be held for the use of said University and its dependent schools or for the use of either or both (as may be designated in the conveyance or will).

**Section 3.** That the Trustees shall be thirty-six in number of whom twelve shall be elected by the North Carolina Conference of the M. E. Church, South; twelve by the W. N. C. Conference of the said church; and twelve by the graduates of said University; *Provided*, however, That no person shall be elected a Trustee till he has first been recommended by a majority of the Trustees present at a regular meeting, and the Trustees shall have power to remove any member of their body who may remove beyond the boundary of the State or who may refuse or ne-

glect to discharge the duties of a Trustee. The term of office of Trustees shall be six years, and they shall be so arranged that four Trustees shall be elected by each Conference and four by the graduates every two years. The Trustees shall regulate by bylaws the manner of election of Trustees to be chosen by the graduates. Should there exist a vacancy by death, resignation, or otherwise of any Trustee, the same shall be filled for the unexpired term by the Board of Trustees. That the present Trustees shall continue and remain in office during the term for which they have been heretofore respectively elected.

**Section 4.** That the said corporation shall be under the supervision, management and government of a president and such other persons as said Trustees may appoint; the said president, with the advice of other persons so appointed, shall from time to time make all needful rules and regulations for the internal government of said University and prescribe the preliminary examinations and terms and conditions on which pupils shall be received and instructed.

**Section 5.** That said Trustees shall have power to make such rules, regulations, bylaws not inconsistent with the Constitution of the United States and of this State, as may be necessary for the good government of said University and management of the property and funds of the same.

**Section 6.** That the Trustees shall have power to fix the time of holding their annual and other meetings, to elect a president and professors for said University, to appoint an executive committee to consist of not less than seven members, which committee shall control the internal regulations of said University and fix all salaries and emoluments, and to do all other things necessary for an institution of learning not inconsistent with the laws of this State and of the United States.

**Section 7.** That the Faculty and Trustees shall have the power of conferring such degrees and marks of honor as are conferred by colleges and universities generally; and that five Trustees shall be a quorum to transact business.

**Section 8.** That all laws and parts of laws or of the charter heretofore granted which are in conflict with this act are hereby repealed.

**Section 9.** That this act shall be in force from and after its ratification and acceptance by the Board of Trustees.

### **3. THE BYLAWS OF THE UNIVERSITY**

#### **Article I. Aims**

1. The aims of Duke University are to assert a faith in the eternal union of knowledge and religion set forth in the teachings and character of Jesus Christ, the Son of God; to advance learning in all lines of truth; to defend scholarship against all false notions and ideals; to develop a Christian love of freedom and truth; to promote a sincere spirit of tolerance; to discourage all partisan and sectarian strife; and to render the largest permanent service to the individual, the state, the nation, and the church. Unto these ends shall the affairs of this University always be administered.

#### **Article II. Board of Trustees**

1. Powers. All powers of the University shall be vested in a Board of Trustees consisting of thirty-six elected members.

2. Nomination and elections. The Trustees shall be elected as follows: twelve by the North Carolina Conference of the Methodist Church; twelve by the Western North Carolina Conference of the Methodist Church; and twelve by the graduates of Duke University. Each year a roster of nominees shall be referred to the Board by a committee of two faculty members elected by the principal faculty council, two students elected by the principal student council, the president of the Alumni Association and the President of the University as Chairman. The President shall add to the roster nominees proposed by individual students, faculty members and Trustees. For positions to be filled by the graduates of Duke University, the President shall place on the roster nominees proposed by the officers of the National Council and of the General Alumni Association. The Board, after hearing the recommendations of the Executive Committee, and by a majority of the Trustees present at any regular meeting, shall recommend the persons to be elected Trustees and submit its recommendations to the appropriate conference of the Methodist Church and the graduates.

No person who shall have attained the age of seventy years shall be elected a Trustee.

3. Term. The term of office of a Trustee shall be six years, beginning on the first day of January following election. Terms shall be so arranged that four Trustees shall be elected by each Conference and four by the graduates every two years. No person shall serve more than two consecutive six-year terms, with renewed eligibility for election to the Board following not less than two years absence of membership; provided that Trustees presently (September, 1970) serving a second full term are eligible for re-election for one additional term without an absence of two years.

4. Vacancies. Any vacancy in the membership of the Board shall be filled for the unexpired term by a majority vote of the Trustees present at a regular meeting of the Board from the roster of nominees.

5. Retirement. A Trustee shall retire on the first day of January after he attains the age of seventy, provided however, that Trustees serving on the Board as of September 1970 may complete their current terms. A Trustee who would attain the age of seventy years during a two-year period of ineligibility shall retire at the end of the term for which he was elected.

6. Emeritus. The Board may elect a retiring Trustee a Trustee Emeritus. Trustees Emeriti shall be entitled to receive notice of all meetings of the Board and attend and participate in such meetings, but shall not have the right to vote. Trustees Emeriti shall be eligible for membership on any standing committee other than the Executive Committee.

7. Removal. Any Trustee who may refuse or neglect to discharge the duties of a Trustee may be removed by the affirmative vote of three-fourths of the members of the entire Board of Trustees.

**Article III. Meetings of the Board**

1. Annual Meeting. Annual meetings of the Board of Trustees shall be held on the day next preceding the day on which the graduation exercises take place.

2. Regular Meetings. Regular meetings of the Board shall be held on the

Saturday preceding the day on which Founders' Day is celebrated, and on the first Friday in March.

3. Special Meetings. Special meetings shall be held upon the call of the Chairman, or upon written request of twelve or more Trustees addressed to the Secretary, with a copy to the Chairman specifying the business to be transacted at the meeting.

4. Notice. The Secretary shall give at least five days' notice to each member of the Board stating the time and place of all meetings, and the purpose of any special meeting.

5. Place. All meetings of the Board of Trustees shall be held at Duke University in the City of Durham, North Carolina, except that the Trustees by vote, or written assent, of a majority of the then members of the Board may designate another place for any meeting.

6. Quorum. A majority of the then members of the Board of Trustees shall be a quorum for the transaction of business.

#### **Article IV. Officers of the Board**

1. Officers of the Board. The officers of the Board shall be a Chairman, a Vice Chairman and a Secretary.

2. Election. The officers of the Board of Trustees shall be elected at its annual meeting for a term of one year or until their successors are elected and qualified.

3. Duties.

a. The Chairman shall preside at all meetings of the Board, shall represent the Trustees at public meetings of the University, and shall be a member of and Chairman of the Executive Committee.

b. The Vice Chairman shall perform the duties of the Chairman in the absence or disability of the Chairman, or in the event of a vacancy in that office.

c. The Secretary of the University shall also be the Secretary of the Board of Trustees. He shall record the minutes of all meetings of the Board and its Executive Committee, and shall have custody of the Charter, Bylaws, minutes, records and other documents of the Board and its Committees. The Secretary shall send a copy of the minutes to each member of the Board promptly after each meeting of the Board and of the Executive Committee.

4. Vacancies. A vacancy in any office of the Board of Trustees may be filled for the unexpired term by the Board of Trustees.

#### **Article V. Committees of the Board**

1. Committees. The standing committees of the Board shall be:

a. The Executive Committee

b. The Business and Finance Committee

c. The Building and Grounds Committee

d. The Institutional Advancement Committee

e. The Academic Affairs Committee

The Board may authorize other committees from time to time.

2. **Membership.** At each annual meeting, the Board of Trustees shall elect the Chairmen (who shall be Trustees) and other members of the standing committees to serve for the ensuing year. The Chairman of the Board, the Vice Chairman of the Board and the President of the University shall be members of the Executive Committee. The President of the University shall be a member of all other standing committees of the Board.

Nominations of faculty and student members shall be from lists of prospects developed by the President in consultation with representative student and faculty groups.

The number of Trustee members and non-Trustee members of any standing committee shall be determined by the Board of Trustees after receiving the recommendation of the committee chairman, and the Trustees may authorize and elect such committee members at any meeting in addition to the annual meeting.

Insofar as practical, membership on the standing committees should be rotated.

The Committees of the Board shall have the powers and duties set forth in these Bylaws and such other powers and duties as the Board may delegate to them. They shall exercise their powers and perform their duties subject to the direction and approval of the Board. They may from time to time make recommendations to the Board for the establishment of new policies or any changes in existing policies, but without decision-making authority except pursuant to specific delegation by the Board or the Executive Committee.

3. **Vacancies.** Any vacancy in the membership of a standing committee shall be filled by the Chairman of the Board of Trustees after consultation with the President of the University.

4. **Meetings.** Each standing committee shall meet at such times and places and upon such notice as it may determine, and shall file a copy of the minutes of each meeting with the Secretary of the University.

5. **Quorum.** A majority of the then members of a standing committee shall be a quorum for the transaction of business.

## **Article VI. Executive Committee**

1. **Membership.** The Chairman of the Board (to serve as Chairman), the Vice Chairman of the Board (to serve as Vice Chairman), the President of the University, the Chairman of each standing committee, and not more than three Trustee members at large shall constitute the Executive Committee of the Board.

2. **Powers and Duties.** The Executive Committee shall:

- a. Subject to the provisions of the Charter and these Bylaws exercise all powers of the Board of Trustees in the interim between meetings of the Board.
- b. Appoint an Investment Committee of not less than five members, at least two of whom shall be Trustees, with the other members being selected from Trustees and officers of Duke University, and Trustees and officers of The Duke Endowment, with such powers and duties as may be assigned to it by the Executive Committee.
- c. Coordinate the activities of the other standing committees.

- d. Exercise other duties as prescribed in the Charter or as may be delegated by the Board of Trustees.
- e. Report its actions to the Board of Trustees.

#### **Article VII. Business and Finance Committee**

1. **Membership.** The Business and Finance Committee shall be composed of not less than four Trustees, at least one faculty member, at least one student and the Vice President for Business and Finance, ex officio.

2. **Powers and Duties.** The Business and Finance Committee shall:

- a. Keep informed on, consider proposals for, and make recommendations with respect to, the general business affairs and financial organization of the University.
- b. Receive and review the annual budgets and recommend their approval or modification.
- c. Maintain an ongoing analysis and review of monthly operating statements, periodic construction summary, and internal audit reports.
- d. Recommend the annual appointment of independent auditors. Receive the annual report of the auditors and submit it with recommendations for action.

The Committee shall report its findings and recommendations to the Board of Trustees or the Executive Committee.

#### **Article VIII. Building and Grounds Committee**

1. **Membership.** The Building and Grounds Committee shall be composed of not less than five Trustees, at least one faculty member, at least one student, and the Vice President for Business and Finance, ex officio.

2. **Powers and Duties.** The Building and Grounds Committee shall consider proposals for, and make recommendations with respect to:

- a. Siting of all buildings and related appurtenances such as utilities, roads, and parking areas.
- b. Commissioning of Project Architects and Engineers, and approval of proposed Contractors for construction projects.
- c. Evaluation and promulgation of continuing Master Plan for long-range development of the total physical environment of the University, including inherent standards of aesthetics and quality.
- d. Evaluation of design characteristics of individual projects for adherence to established standards.
- e. Major renovation work.
- f. Naming of facilities and parts of facilities.

The Committee shall review priorities for construction and shall have authority to accept all new construction on behalf of the University, but shall not incur any expenses not previously authorized by the Board of Trustees or the Executive Committee.

The Committee shall report its findings and recommendations to the Board of Trustees or the Executive Committee.

## **Article IX. Institutional Advancement Committee**

1. Membership. The Institutional Advancement Committee shall be composed of not less than five Trustees, at least one faculty member, at least one student, and the Vice President for Institutional Advancement, ex officio. Not less than three of the Trustee members shall be alumni of the University.

2. Powers and Duties. The Institutional Advancement Committee shall consider proposals for, make recommendations with respect to, and assist the President in, the financial development, fund raising, public relations, and alumni affairs of the University, and carry out other projects and assignments as directed by the Board.

The Committee shall report its findings, recommendations and results to the Board of Trustees or the Executive Committee.

## **Article X. Academic Affairs Committee**

1. Membership. The Academic Affairs Committee shall be composed of not less than six Trustees, not less than two faculty members, not less than two students, and the Provost, ex officio.

2. Powers and Duties. The Academic Affairs Committee shall:

- a. Consider proposals for, and make recommendations with respect to, the the educational role of each school, college, and unit of the University and for the University as a whole; provisions for the admission of students at all levels, student life and activities; educational, research, and library programs; and the coordination of all educational activities.
- b. Promote and coordinate activities of the Boards of Visitors, review their findings, and transmit their reports to the President, and to the Board of Trustees. The President shall appoint the members of the Boards of Visitors.
- c. Designate five Trustees from this Committee who, along with an equal number of faculty members designated by the President, and the President, ex officio, shall serve as a Committee on Honorary Degrees to make recommendations to the University faculty and the Board of Trustees.
- d. Serve as a Committee on Earned Degrees.
- e. Serve as liaison with the University faculty with respect to academic affairs.

The Committee shall report its findings and recommendations to the Board of Trustees or the Executive Committee.

## **Article XI. Officers of the University**

1. The Officers of the University shall be a President, a Chancellor, a Provost, a Vice President for Business and Finance, a Vice President for Institutional Advancement, one or more other Vice Presidents, a Treasurer, a Secretary, a University Counsel, and such other officers as the Board of Trustees may elect. One person may hold more than one office, except that the offices of President and Secretary may not be held by the same person.

2. These officers shall be elected by the Board of Trustees at its annual meeting for a term of one year and shall serve until their successors are elected and have taken office.

3. A vacancy in any office of the University may be filled, for the un-expired term, by the Board of Trustees or by the Executive Committee.

## **Article XII. President**

1. The President shall be the chief educational and administrative officer of the University. He shall be responsible to the Board of Trustees for the supervision, management, and government of the University, and for interpreting, and carrying out the policies of the Board of Trustees. He shall have the powers and duties set forth in the Charter and in these Bylaws, and such other powers and duties as the Board of Trustees shall delegate to him.

2. He, or someone designated by him, shall preside at all academic functions and represent the University before the public.

3. He shall preside at all meetings of the University Faculty. He may veto any action taken by the University Faculty or any action taken by the faculty of any college or school in the University and state his reasons for such action.

4. He shall submit a proposed annual budget for the University to the Executive Committee prior to the beginning of the fiscal year covered by the budget.

5. He shall submit to the Board of Trustees an annual report on the condition, operations and needs of the University.

6. He shall recommend to the Board of Trustees persons to be officers of the University other than the President.

## **Article XIII. Chancellor**

1. The Chancellor, under the President, shall exercise the powers and duties of the President as delegated by the President from time to time.

2. He shall assume the powers and duties of the President during the incapacity or absence of the President when specifically authorized by the President or the Board of Trustees, or in case of a vacancy in the Office of President.

## **Article XIV. Provost**

1. The Provost shall be an executive officer of the University, under the President, responsible for all educational affairs and activities, including research, and for all aspects of student activity and welfare. He shall have the powers and duties assigned to him by the President and shall report to the President.

2. He shall be a member of the faculty of each college and school, and ex officio a member of each committee (other than Committees of the Board of Trustees) or other body concerned with matters for which he is responsible.

3. He shall receive recommendations developed by the faculty and educational officers for consideration and recommendation to the President.

## **Article XV. Vice President for Business and Finance**

1. The Vice President for Business and Finance shall be an executive officer, under the President, responsible for all business and finance, including accounting

and auditing, preparation of budgets, fiscal planning, and operating of services of the University. He shall have the power and duties assigned to him by the President and shall report to the President.

2. He shall have custody of all records, contracts, agreements, deeds, and other documents of the University or relating to its operations or properties, except minutes of meetings.

3. He shall submit to each regular meeting of the Executive Committee a report on those aspects of the finances of the University that the Executive Committee may require, and shall submit to the Board of Trustees at the end of each fiscal year an account of all receipts and disbursements for the preceding year and a statement in such detail as the Board of Trustees may require of the financial condition of the University at the end of such year.

4. He and the personnel under him shall be bonded to the extent determined by the Executive Committee.

**Article XVI. Vice President for Institutional Advancement**

The Vice President for Institutional Advancement shall be an executive officer, under the President, responsible for all public and alumni relations, fund raising, and long range planning and development. He shall have the powers and duties assigned to him by the President and shall report to the President.

**Article XVII. Treasurer**

1. The Treasurer shall report to the President or such officer of the University as the President may direct and shall have the powers and duties assigned to him by the President or such other officer.

2. He may receive and disburse investment funds and purchase, sell, or otherwise dispose of investment securities pursuant to the directions of the Executive Committee or Investment Committee, as the case may be.

3. He and the personnel under him shall be bonded to the extent determined by the Executive Committee.

**Article XVIII. Secretary**

1. The Secretary, under the President, shall have all of the powers and duties set forth in these Bylaws and the powers and duties commonly incident to his office. He also shall have the powers and duties assigned to him by the President and shall report to the President.

2. He shall be the custodian of the seal of the corporation and shall affix and attest to same on all duly authorized contracts, deeds, and other documents.

3. He shall maintain an official roster setting forth the status of all persons employed by the University.

**Article XIX. University Counsel**

The University Counsel shall be the legal advisor to the University and shall be responsible for all matters of a legal nature concerning the University, including litigation, preparation or approval of all contracts, deeds, conveyances, or other documents.

## **Article XX. Faculty**

1. The University Faculty shall be composed of the President, the Chancellor, the Provost, the Vice Presidents, the Secretary (who shall also be the Secretary of the Faculty), all deans, professors, associate professors, and assistant professors, and all other full-time members of the instructional staff who are not candidates for degrees at Duke University, Registrar, and the University Librarian, and such other persons as may be designated by the President and approved by the Executive Committee or the Board of Trustees.

2. The University Faculty shall be responsible for the conduct of instruction and research in the various colleges and schools in the University. It may also consider and make recommendations to the President regarding any and all phases of education at the University.

3. The University Faculty shall approve and recommend to the Board of Trustees the persons it deems fit to receive degrees or other marks of distinction, and the establishment of any new degree or diploma.

4. The University Faculty may organize and exercise its functions through appropriate councils, committees, or other bodies.

5. Each college and school in the University may have a faculty of its own, which shall be composed of the President, the Chancellor, the Provost, the Secretary, and all members of the University Faculty in the particular college or school. Each such faculty shall function under the President and other officers of educational administration and subject to the regulations of the University Faculty.

## **Article XXI. Appointments, Promotions and Tenure**

1. Members of the University Faculty shall be elected, appointed, or promoted by the Board of Trustees or the Executive Committee upon the recommendation of the Provost, with the approval of the President.

2. Members of the University Faculty, above the rank of instructors, shall have tenure after seven years of continuous service at the University, or such shorter period as may be determined for individual cases by the Board of Trustees or the Executive Committee; provided that any such person shall be subject to dismissal by the Board of Trustees or the Executive Committee for misconduct or neglect of duty.

## **Article XXII. Sabbatical Leaves**

1. Each member of the University Faculty of the rank of professor, associate professor, or assistant professor shall be eligible for sabbatical leave after each six years of service to the University. Such leave may be taken for a full year at half salary or a half year at full salary.

2. Sabbatical leave may be granted by the Executive Committee upon the written recommendation of the dean of the appropriate college or school, approved by the Provost and the President.

## **Article XXIII. Retirement**

1. All members of the faculty of the University who are eligible for or participate in the TIAA Plan and who would attain the age of seventy years prior to

March 1 of a given academic year shall retire at the end of the preceding academic year and all such members of the faculty who attain the age of seventy years on or after March 1 in a given academic year shall retire at the end of such academic year.

2. The retirement and annuity plan adopted by the University on October 1, 1925, is hereby amended in those respects required to conform with the provisions of the Bylaws.

#### **Article XXIV. Fiscal Year, Academic Year and Academic Calendar**

1. The fiscal year of the University shall commence on July 1 and end on the following June 30.

2. The academic year of the University shall commence on September 1 and end on the following August 31.

3. The President shall establish the academic calendar for each academic year, and designate the day on which the graduation exercises shall take place.

#### **Article XXV. Amendment of Bylaws**

These Bylaws may be amended at any regular meeting of the Board of Trustees by the affirmative vote of two-thirds of the then membership of the Board, provided that the proposed amendment is mailed by the secretary of the Board to each member at least twenty days before the meeting.

### **Alumni Organizations**

All qualified former students of Duke University are enrolled as members of the General Alumni Association, which meets on the campus each June. The Association elects its officers and alumni representatives to the Athletic Council each spring by mail ballot. Graduate alumni also elect four representatives to the University Board of Trustees in alternate years by mail ballot.

In addition to the General Alumni Association, there are individual sub-associations for seven of the University's ten schools and colleges. These include, at the undergraduate level, The Woman's College, the School of Nursing, and the School of Engineering, and at the graduate and professional level, the Schools of Medicine, Forestry, Law, and Divinity.

Each class that has been graduated from the University also exists as a permanent organization, and its members reunite at intervals of approximately five years. In some 100 locations, where Duke alumni live in concentrated numbers, there are local alumni associations with purposes compatible to those of the General Alumni Association.

The executive body of the organized alumni is the Duke University National Council. Its membership includes representatives from each alumni organization as well as from each University faculty and from the various student bodies. The National Council meets twice each year, at Founders' Day in December and during Alumni Week End in June.

The Department of Alumni Affairs exists as the University's administrative and coordinating agency for the broad spectrum of alumni programs. The Loyalty

Fund program of annual giving is also administered by the Department of Alumni Affairs.

The broad purpose of the Duke University alumni organization can best be indicated by quoting Article II of the constitution of the General Alumni Association: "The objects of this Association shall be to unite its members in good fellowship and in cooperative enterprise with the faculties, students, officers, and trustees of Duke University, toward the fulfillment of the University's educational and humanitarian purposes; to aid in providing for the University an atmosphere in which scholarship and learning might flourish and in which the continuing search for truth and enlightenment might proceed unhindered; and in all appropriate ways to assist and stimulate Duke University toward significant achievement and influence."

## Gifts and Bequests

Duke University is a privately established institution which derives its principal support from endowment funds and from gifts and grants, thus enabling it to offer both academic and professional training to its students at a fraction of the actual cost. Gifts and grants for both operational and capital development purposes presently account for approximately one-half of the University's annual income. They are essential to the quality of its educational services and to its progress as a center of learning and research.

Gifts to Duke University, of course, fully qualify as tax deductible contributions.

The University welcomes gifts, immediate or deferred, when made without restriction as to use or when designated for any of a broad variety of purposes. Gifts may be of cash, securities, or any kind of real or personal property, depending upon the wishes and the conveniences of the donor, and University officers are prepared to confer at any time to make sure that both the donor's wishes and possible tax advantages are fully realized.

A number of publications, designed to assist the donor in making a gift, are available, and requests for these or other information will be promptly acknowledged. Such requests should be addressed to the Duke University Development Office, Duke Station, Durham, N. C. 27706.

Deferred gifts may be made through bequests or through insurance, as well as through a variety of trust arrangements. Such gifts may become significant factors in estate planning, and while qualified counseling is essential in most instances, some sample bequest forms may be noted.

### GENERAL

I give (devise; if real property) and bequeath to Duke University, a corporation existing under the laws of the State of North Carolina and located in the City and County of Durham, State of North Carolina, and its successors forever, the sum of \_\_\_\_\_ dollars (or otherwise describe the gift) for the general purposes and uses of the University at the discretion of the Board of Trustees.

**SPECIFIC**

I give (devise; if real property) and bequeath to Duke University, a corporation existing under the laws of the State of North Carolina and located in the City and County of Durham, State of North Carolina, or its successors forever, the sum of \_\_\_\_\_ dollars (or otherwise describe the gift) and direct that the income therefrom shall be used for the following purposes, viz. (here describe the use desired).

**CODICIL**

Having hereinbefore made my last Will and Testament dated \_\_\_\_\_, and being of sound mind, I hereby make, publish, and declare the following codicil thereto; (here insert clause in same form as if it had been included in body of Will). Except as hereinbefore changed, I hereby ratify, confirm, and republish my said last Will and Testament.

**Office of Information Services**

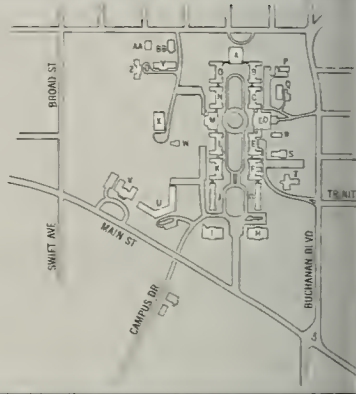
The Office of Information Services is the official news agency of the University, and all University news, except sports, emanates from this office. The Office maintains the University's relationship with the press, radio and television, and other communications media, and interprets the University—its faculty, its research, and its academic achievements—to the public via these media.

The Office also maintains individual biographical files on all faculty members, students, and staff, as well as files on all University departments and activities. Its files of clippings form a rich source of historical information of the Institution's life. In addition, the Office is a source of information for the many inquiries about Duke University which are received daily from all sections of the nation and from abroad.

# MAP OF DUKE UNIVERSITY

## East Campus

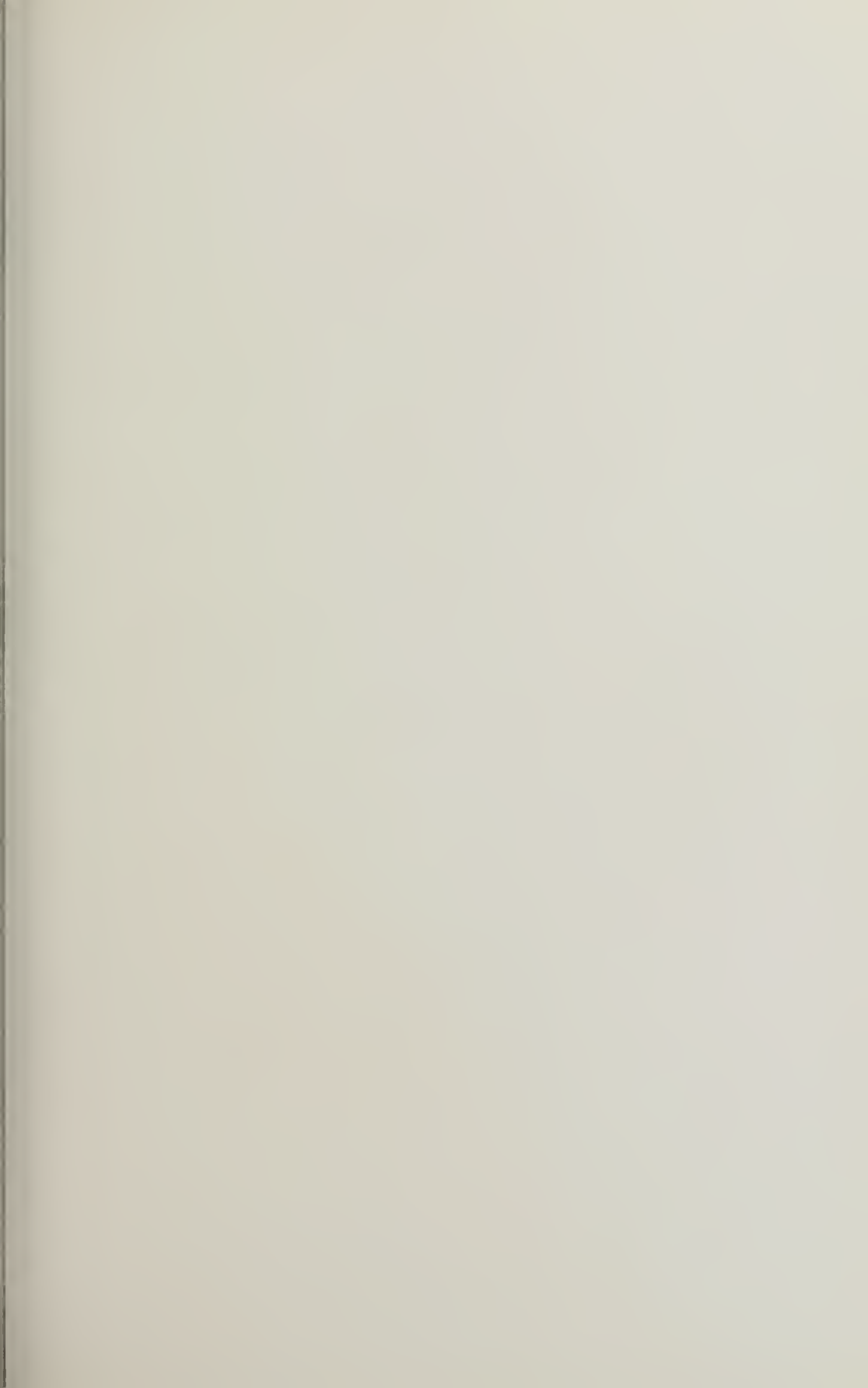
- |                           |                        |
|---------------------------|------------------------|
| A Baldwin Auditorium      | O Pegram House         |
| B Bassett House           | P Duke Press           |
| C Brown House             | Q Infirmary            |
| D Union Building          | R Ark                  |
| E Faculty Apartments      | S Crowell Building     |
| F Art Museum, Geology     | T Epworth Inn          |
| G Aycock House            | U Gilbert-Addams House |
| H East Duke Building      | V Southgate Hall       |
| I West Duke Building      | W Campus Center        |
| J Jarvis House            | X Woman's College      |
| K Carr Building           | Y Asbury Building      |
| L Giles House             | Z Bivins Building      |
| M Woman's College Library | AA Art Building        |
| N Alspaugh House          | BB Branson Building    |



## West Campus

- |                                       |  |                                    |   |
|---------------------------------------|--|------------------------------------|---|
| A Duke Chapel                         | H Hospital Main Entrance               | O Craven Quadrangle                | V Card Gymnasium  |
| B Divinity School                     | I Gerontology D & T, Clinical Research | P Wannamaker Hall                  | W Indoor Stadium  |
| C Gray Building                       | J Duke Hospital                        | Q Crowell Quadrangle               | X School of Law   |
| D Perkins Library                     | K Sociology Psychology                 | R Clock Tower Court                | Y Gross Chemical Laboratory                             |
| E Language Center                     | L Social Sciences                      | S Kilgo Quadrangle                 | Z Biological Sciences                                   |
| F Dild Chemistry Building             | M Allen Building                       | T Union Building                   | AA Plant Environment Laboratory                         |
| G Davison Building School of Medicine | N Few Quadrangle                       | U Flowers Building Page Auditorium | BB Physics Building                                     |
|                                       |  |                                    | CC Nuclear Laboratory                                   |
|                                       |  |                                    | DD School of Engineering                                |
|                                       |  |                                    | EE Army Research  |
|                                       |  |                                    | FF Medical Center Research Buildings                    |
|                                       |  |                                    | GG Nanaline H. Duke Medical Sciences Building           |
|                                       |  |                                    | HH Warehouse, Shop                                      |
|                                       |  |                                    | II Bell Building  |
|                                       |  |                                    | JJ Hanes House School of Nursing                        |
|                                       |  |                                    | KK Hanes House Annex                                    |
|                                       |  |                                    | LL Pickens Rehabilitation Center                        |
|                                       |  |                                    | MM Graduate Center                                      |
|                                       |  |                                    | NN Alumni House   |
|                                       |  |                                    | OO Commonwealth Student Center                          |
|                                       |  |                                    | PP Personnel Office                                     |
|                                       |  |                                    | QQ International House                                  |
|                                       |  |                                    | RR Personnel Office                                     |
|                                       |  |                                    | SS Education Improvement Program                        |
|                                       |  |                                    | TT A Better Chance Program International Studies Center |
|                                       |  |                                    | UU Campus Stores Office                                 |
|                                       |  |                                    | VV Office of Institutional Advancement                  |
|                                       |  |                                    | WW Information Services                                 |
|                                       |  |                                    | XX Admissions Office                                    |
|                                       |  |                                    | YY Edens Quadrangle                                     |
|                                       |  |                                    | ZZ Wade Stadium   |





BULLETIN OF DUKE UNIVERSITY  
Directory of Officers, Faculty, and Staff

*Vol. 45 No. 8 April 1973*



**Bulletin of  
Duke University  
1973-1974**

**Medical Center**



# **Bulletin of Duke University**

**Medical Center**

**1973-1974**

**Durham, North Carolina 1973**

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## **School of Medicine Calendar 1973-74**

### **First Year (Freshmen) Students**

**1973**

#### **August**

- 30 Thursday, 8:30 a.m.—Orientation
- 31 Friday, 8:30 a.m.—Examination day
- 31 Friday—Fees and tuition payable

#### **September**

- 3 Monday—Labor Day holiday
- 4 Tuesday, 8:00 a.m.—First day of academic year, 1973-74, begin Term 1

#### **October**

- 26 Friday—Fees and tuition payable

#### **November**

- 21 Wednesday, 6:00 p.m.—Begin Thanksgiving holiday
- 26 Monday, 8:00 a.m.—Classes resume

#### **December**

- 22 Saturday, 12:00 Noon—Begin Christmas holiday

**1974**

#### **January**

- 2 Wednesday, 8:00 a.m.—Classes resume
- 11 Friday—Fees and tuition payable
- 12 Saturday, 12:30 p.m.—End Term 1
- 14 Monday, 8:00 a.m.—Begin Term 2

#### **March**

- 8 Friday—Fees and tuition payable
- 15 Friday, 6:00 p.m.—Begin spring vacation
- 25 Monday, 8:00 a.m.—Classes resume

#### **May**

- 1 Wednesday, 8:00 a.m.—Examination day

July  
2 Tuesday, 6:00 p.m.—End Term 2

**Second Year (Sophomore)\*, Third Year (Junior)† and  
Fourth Year (Senior)† Students**

**1973**

March  
10 Saturday—End Term 3, 1972-73  
10 Saturday, 12:00 Noon—Begin spring vacation  
16 Friday—Fees and tuition payable  
19 Monday, 8:00 a.m.—Classes resume, begin Term 4, 1972-73  
21 Wednesday—Registration for summer Terms I and II, 1973, and Terms 1, 2, 3, 4, 1973-74

April  
2-5 Monday-Thursday—Preregistration for Graduate School, fall semester, 1973

May  
2 Wednesday—Examination Day (all students)  
11 Friday—Fees and tuition payable for summer Term I, 1973  
12 Saturday, 12:00 Noon—End Term 4, 1972-73  
12-13 Saturday-Sunday—Graduation activities  
14 Monday, 8:00 a.m.—Begin summer Term I, 1973

July  
4 Wednesday—Independence Day holiday  
6 Friday—Fees and tuition payable for summer Term II, 1973  
7 Saturday, 12:00 Noon—End summer Term I, 1973  
9 Monday, 8:00 a.m.—Begin summer Term II, 1973

August  
31 Friday—Fees and tuition payable

September  
1 Saturday, 12:00 Noon—End summer Term II, 1973  
3 Monday—Labor Day holiday  
4 Tuesday, 8:00 a.m.—First day of academic year 1973-74, begin Term 1, 1973-74

October  
26 Friday—Fees and tuition payable  
27 Saturday, 12:00 Noon—End Term 1, 1973-74  
29 Monday, 8:00 a.m.—Begin Term 2, 1973-74

November  
21 Wednesday, 6:00 p.m.—Begin Thanksgiving holiday  
26 Monday, 8:00 a.m.—Classes resume

December  
22 Saturday, 12:00 Noon—End Term 2, 1973-74, begin Christmas holiday

**1974**

January  
11 Friday—Fees and tuition payable  
14 Monday, 8:00 a.m.—Classes resume, begin Term 3, 1973-74

\* Five terms of eight weeks duration.  
† Four terms of eight weeks duration.

## March

- 8 Friday—Fees and tuition payable
- 9 Saturday, 12:00 Noon—End Term 3, 1973-74, begin spring vacation
- 18 Monday, 8:00 a.m.—Classes resume, begin Term 4, 1973-74
- 20 Wednesday—Registration for summer Terms I and II, 1974, and Terms 1, 2, 3, 4, 1974-75

## May

- 1 Wednesday, 8:30 a.m.—Examination Day (all students)
- 11 Saturday, 12:00 Noon—End Term 4, 1973-74
- 11-12 Saturday-Sunday—Graduation activities

## University Administration

### General Administration

Terry Sanford, J.D., LL.D., D.H., L.H.D., D.P.A., *President*  
John O. Blackburn, Ph.D., *Chancellor*  
Frederic N. Cleaveland, Ph.D., *Provost*  
Charles B. Huestis, *Vice President for Business and Finance*  
William G. Anlyan, M.D., *Vice President for Health Affairs*  
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John C. McKinney, Ph.D., *Vice Provost and Dean of the Graduate School*  
Robert C. Krueger, D.Phil., *Vice Provost and Dean of Trinity College of Arts and Sciences*  
Frederick C. Joerg, M.B.A., *Assistant Provost for Academic Administration*  
Joel L. Fleishman, LL.M., *Vice Chancellor for Public Policy Education and Research; Director of Institute for Policy Sciences and Public Affairs*  
Benjamin Edward Powell, Ph.D., *Librarian*  
Clark R. Cahow, Ph.D., *University Registrar*  
Victor A. Bubas, B.S., *Assistant to the President*  
Rufus H. Powell, LL.B., *Secretary of the University*  
A. Kenneth Pye, LL.M., *University Counsel*

## Board of Visitors of the Medical Center

†\*Mr. Henry E. Rauch (Chairman), *Greensboro, North Carolina*  
Mr. Edward H. Benenson, *President, Benenson Management Company, Inc.*  
Dr. John A. D. Cooper, *President, Association of American Medical Colleges*  
Dr. Kenneth R. Crispell, *Vice President for Health Affairs, University of Virginia School of Medicine*  
Mr. James R. Felts, Jr., *Executive Director, Hospital and Child Care Sections, The Duke Endowment*  
Dr. Loretta Ford, *Dean, School of Nursing, University of Rochester*  
Dr. John H. Knowles, *Director, Massachusetts General Hospital*  
†Dr. Ben N. Miller, *Internist, Columbia, South Carolina*  
†Mr. Raymond D. Nasher, *The Raymond D. Nasher Company, Dallas, Texas*  
†Dr. William R. Pitts, *Neurosurgeon, Charlotte, North Carolina*

\*Vice-Chairman, Duke University Board of Trustees.

†Member of Duke University Board of Trustees.

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Department of Zoology, University of Indiana*  
 Dr. June S. Rothberg, *Dean, Adelphi University School of Nursing, New York*  
 Mrs. Anne R. Somers, *Associate Professor of Community Medicine, Rutgers Medical School*  
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 Mr. Terry Sanford, *President, Duke University*  
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 Frederic N. Cleaveland, Ph.D., *Provost, Duke University*  
 Dr. William G. Anlyan, *Vice President for Health Affairs, Duke University*

## Medical Center Administration

### OFFICE OF VICE PRESIDENT FOR HEALTH AFFAIRS

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 James L. Bennett, A.B., *Executive Assistant to the Vice President for Health Affairs*  
 Patrick D. Kenan, M.D., *Assistant to the Vice President for Community Affairs*  
 Elon H. Clark, *Assistant to the Vice President for Archives and Memorabilia*

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 Johnnie L. Gallemore, Jr., M.D., *Associate Director, Undergraduate Medical Education*  
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 Suydam Osterhout, M.D., Ph.D., *Associate Director, Admissions*  
 William J. A. DeMaria, M.D., *Associate Director, Continuing Medical Education*  
 Moses Stephen Mahaley, Jr., M.D., Ph.D., *Associate Director, Graduate Medical Education*  
 Shirley K. Osterhout, M.D., *Assistant Director of Medical Education*  
 Marjorie Boeck, Ph.D., *Assistant to the Director of Medical and Allied Health Education for Educational Research and Development*  
 Walter W. Johnson, Jr., B.M.Ed., *Assistant to the Director of Medical and Allied Health Education*  
 Howard N. Lee, A.B., M.S.W., *Assistant to the Director of Medical and Allied Health Education*

### OFFICE OF DUKE HOSPITAL

Stuart M. Sessoms, M.D., *Director, Duke Hospital*  
 Richard H. Peck, A.B., M.H.A., *Associate Director, Duke Hospital*  
 Delford L. Stickel, M.D., *Associate Director, Medicine*  
 Wilma A. Minniear, R.N., M.S.N., *Director of Nursing Services*  
 Wallace E. Jarboe, *Director, Office of Hospital Planning Studies*

### OFFICE OF THE SCHOOL OF NURSING

Ruby L. Wilson, R.N., Ed.D., *Dean*  
 Dorothy J. Brundage, R.N., M.N., *Acting Director of Undergraduate Studies*  
 Ella E. Shore, M.R.E., M.A., *Dean of Student Affairs*  
 Martha Nan Hayes, A.A., *Assistant to the Dean*  
 Katina P. Walser, B.A., M.S.L.S., *Librarian*

## Professors Emeriti

- Edwin Pascal Alyea, M.D., *Professor of Urology*  
William Banks Anderson, M.D., *Professor of Ophthalmology*  
Lenox D. Baker, M.D., *Professor of Surgery*  
Joseph Willis Beard, M.D., *James B. Duke Professor of Experimental Surgery and Professor of Virology*  
Mary L. C. Bernheim, Ph.D., *Professor of Biochemistry*  
Francis Bayard Carter, M.D., *Professor of Obstetrics and Gynecology*  
W. Kenneth Cuyler, Ph.D., *Professor of Obstetrics and Gynecology and Associate Professor of Anatomy*  
Bingham Dai, Ph.D., *Professor of Mental Hygiene and Psychotherapy*  
\*Wilburt Cornell Davison, M.D., D.Sci., LL.D., *James B. Duke Professor of Pediatrics and Dean Emeritus of the School of Medicine*  
MacDonald Dick, M.D., *Assistant Professor of Physiology and Pharmacology and Associate in Medicine*  
George S. Eadie, M.B., Ph.D., *Professor of Physiology and Pharmacology*  
Watt W. Eagle, M.D., *Professor of Otolaryngology*  
Wiley Davis Forbus, M.D., *Professor of Pathology*  
Clarence E. Gardner, Jr., M.D., D.Sci., *Professor of Surgery*  
J. Deryl Hart, M.D., *Professor of Surgery and President Emeritus of Duke University*  
James P. Hendrix, M.D., *Professor of Medicine*  
Duncan C. Hetherington, M.D., Ph.D., *Professor of Anatomy*  
†Leslie B. Hohman, M.D., *Professor of Psychiatry*  
Helen L. Kaiser, *Professor of Physical Therapy*  
Walter Kempner, M.D., *Professor of Medicine*  
Angus M. McBryde, M.D., *Professor of Pediatrics*  
Elijah Eugene Menefee, Jr., M.D., *Professor of Medicine*  
Ernst Peschel, M.D., *Professor of Medicine*  
Julian M. Ruffin, M.D., *Professor of Medicine*  
David T. Smith, M.D., *James B. Duke Professor of Microbiology, Professor of Community Health Sciences, and Associate Professor of Medicine*  
Frederick W. Stocker, M.D., *Clinical Professor of Ophthalmology*

## Standing Committees of the School of Medicine and Medical Center

### Admissions

Suydam Osterhout, M.D., Ph.D., *Chairman*, Drs. Bassett, Bradford, Christakos, Clapp, Gianturco, Gunnells, Jones, Kamin, Lyon, O'Fallon, Peter, Ratliff, Schooler, and Widmann; Mrs. King, *Administrative Assistant*; and student representatives, Messrs. Kopelman and Rothstein

### Allied Health

Dale Lindsay, Ph.D., *Chairman*, Drs. Cavanaugh, Goodrich, Gratz, Harmel, Johnston, Pratt, and Widmann; Mrs. Mathews and Mr. Cahoon

### Allied Health Advisory

Dale Lindsay, Ph.D., *Chairman*, Drs. Estes, Gallemore, Green, Hackel, Hill, Katz, Lester, Wilson, and Wyngaarden; and Mrs. Brundage

### American Cancer Society Institutional Grant

Wayne Rundles, M.D., *Chairman*, Drs. Bradsher, Fluke, Joklik, McCarty, and Shingleton

\*Died June 26, 1972.

†Died January 28, 1972.

## **Audit and Tissue**

Clinical chairman of each clinical service and heads of each division in service

## **Awards Committee for Student Awards**

Wendell F. Rosse, M.D., *Chairman*, Drs. Anderson, Crenshaw, Everett, Fetter, Hall Heyden, Hine, Jimenez, McCarty, Oldham, Osterhout, Salzano, and Wilfert

## **Blood Bank**

Donald Silver, M.D., *Chairman*, Drs. Rosse, Silberman, and Whalen

## **Brain Death**

William P. Wilson, M.D., *Chairman*, Drs. Cooke, Erwin, Green, Heyman, Mahaley Weng, and Wilkins

## **Cancer Training**

W. W. Shingleton, M.D., *Chairman*, Drs. Cavanaugh, Creasman, Heyden, Johnston, Laszlo, Porter, and Wadsworth

## **Clinical Chemistry Advisory**

Robert L. Habig, Ph.D., *Chairman*, Drs. Boggess, Brumley, Clapp, Dixon, Halbert, Hammond, Oldham, and Wilderman; and Mr. Huston

## **Clinical Investigations**

Jerome S. Harris, M.D., *Chairman*, Delford Stickel, M.D., *Co-Chairman*, Drs. Anderson, Ball, Crenshaw, Dent, Fetter, Gianturco, Jones, Kelley, Maddox, and Wilkinson; Miss Barbara Echols, *Secretary*, and Miss Fortune; and Mr. Aitken  
*Alternates:* Drs. Alexander, Christakos, Erwin, House, Johnsrude, Klintworth, Kylstra, Landers, Lang, Mahaley, and Talton; Miss Whitner; and Messrs. Detwiler and Powe

## **Continuing Education**

William J. A. DeMaria, M.D., *Chairman*, Drs. Crenshaw, Gunnells, Parker, Peete, and Tindall; Mrs. Heller; and Mr. Agnello

## **Davison Scholarship**

J. L. Gallemore, Jr., M.D., *Chairman*, Drs. Nashold, Peete, and two student representatives

## **Division of Laboratory Animal Services**

John Salzano, Ph.D., *Co-Chairman*, Jan Bergeron, Ph.D., *Co-Chairman*, Drs. Ellinwood, Griffith, Hall, Lynn, Miller, Neelon, Oldham, Ratliff, Robinson, Schomberg, Scott, and Wolbarsht

## **Duke-Veterans Administration Anatomical Gifts**

Delford Stickel, M.D., *Chairman*, Drs. Chandler, Gardanier, Mahaley, Pratt; and Messrs. Hamer, Huston, and Puckett

## **Emergency Department Advisory**

Charles L. Puckett, M.D., *Chairman*, Drs. Chandler, Clippinger, Gehweiler, Hammond, Llewellyn, McFarland, Peter, and Pounds; Mrs. Hoffman and Messik; and Mr. Prosser (Mr. Huston—*ex officio*)



## **Financial Aid**

Mrs. Nell Andrews, *Coordinator*, Drs. Gallemore, Lindsay, Osterhout, and Porter  
Mrs. King; Messrs. McGinty and Petty, and a student representative

## **Heart Advisory**

Andrew Wallace, M.D., *Chairman*, Drs. Anlyan, Busse, Elchlepp, Estes, Johnson  
Katz, Kinney, Lester, Sabiston, Sessoms, Stickel, and Wyngaarden; and Mr. Jarbo  
(Saltzman, Spach, Stead—*ex-officio*)

## **Hospital Advisory**

Stuart M. Sessoms, M.D., *Chairman*, Drs. Busse, Estes, Harmel, Katz, Kinney, Lester  
Parker, Sabiston, Stickel, Wadsworth and Wyngaarden; Miss Minniear; and  
Messrs. Jarboe, Peck, and Steinert

## **Hospital Infections**

Suydam Osterhout, M.D., Ph.D., *Chairman*, Drs. Cate, Oldham, Peete, and Wilfert  
Mmes. Higgins and Robins; Misses Burke and Castle; and Messrs. Holt, Huston, and  
Schwartz

## **Hyperbaric**

Herbert A. Saltzman, M.D., *Chairman*, Drs. Brody, Farmer, Hills, Kong, Salzano, and  
Sidbury

## **Laboratory Medicine**

Thomas D. Kinney, M.D., *Chairman*, Drs. Estes, Harris, Hill, Sessoms, Seigler, Whalen,  
and Wyngaarden; and Mr. Huston

## **Laboratory Operations**

Robert L. Habig, Ph.D., *Chairman*, Drs. Hall, Osterhout, Porter, Rosse, Silver, and  
Widmann; Messrs. Huston and Smith

## **Library**

Merel Harmel, M.D., *Chairman*, Drs. Boeck, DeMaria, Kamin, Lindsay, Mahaley,  
and Stead; Mrs. Brundage, Seman, and Wilson; and Miss Antle

## **Medical Care**

Hans Lowenbach, M.D., *Chairman*, Drs. Adams, Brame, Goldner, McFarland, McPherson,  
Pounds, Rosati, and Wilkinson; Miss Gray, Mrs. Kernodle, and Mr. Holt

## **Medical Center Safety**

Kenneth M. Holt, B.S., M.B.A. in H.A., *Chairman*, Mrs. Watkins and Shone; Messrs.  
Adams, Bennett, Berry, Fowler, Matthews, May, Skolaut, and Stribling

## **Medical Education Policy Advisory**

Thomas D. Kinney, M.D., *Chairman*, Drs. Estes, Gallemore, Hackel, Hill, Joklik,  
McCarty, Morris, Silver and Wyngaarden; Mr. Johnson; and student representatives  
Papadopoulos, Sanfilippo and Stoughton

## Medical Records

Delford L. Stickel, M.D., *Chairman*, Drs. Dixon, Hammett, Pounds, and Weed; Messrs. Peck and Holt

## Medical School Advisory

William G. Anlyan, M.D., *Chairman*, Drs. Busse, Estes, Harmel, Hill, Joklik, Katz, Kinney, Lester, Parker, Robertson, Sabiston, Sessoms, Tosteson, Wadsworth, and Wyngaarden

## Operating Room Advisory

David Sabiston, M.D., *Chairman*, Drs. Chandler, Goldner, Harmel, Pickrell; Mrs. Flemming; and Messrs. Huston, Owins, and Stribling

## Outpatient Advisory

Arthur Chandler, M.D., *Chairman*, Drs. Baylin, Feldman, Fowler, Graham, Habig, Hammond, Howell, Oldham, Pounds, Sessoms; Mrs. McCole; and Mr. Huston

## Office of Human Development

Howard N. Lee, A.B., M.S.W., A.C.S.W., LL.D., *Chairman*, Miss Minniear; Messrs. Adams, Bennett, Fuller, Joerg, Linke, Peck, Schroeder, and Steinert

## Pharmacy and Therapeutics

Irwin A. Brody, M.D., *Chairman*, Drs. Farmer, Lyon, Magandantz, and Wang; Miss Burris; Mrs. Douglas; Messrs. Grzelecki and Skolaut

## Portraits, Pictures, and Memorabilia

Elon Clark, *Chairman*, and Mr. Cavanaugh

## Public Relations Advisory

Kenneth M. Holt, B.S., M.B.A.-H.A., *Chairman*, Mrs. Taylor; Messrs. Agnello, Bennett, Gooch, and Sigler

## Radioisotope

H. Kamin, Ph.D., *Chairman*, Drs. Goodrich, Harris, Lester, Sanders, and Tyor; Messrs. Knight and Peck

## Rehabilitation Advisory

E. Harvey Estes, Jr., M.D., *Chairman*, Drs. Brody, Clippinger, Green, Grimes, McFarland, Poe, Roberts, and Wilkins; Mmes. Gale, McCole, and Taylor; Messrs. Klima, Low, and Taylor

## Research Award

Jerome Harris, M.D., *Chairman*, Drs. Appel, Metzgar, Schanberg, Semans, Vogel, and Wallace

## Student Research Fellowships

J. L. Gallemore, Jr., M.D., *Chairman*, Drs. Sealy and Sidbury

### **Trent Prize**

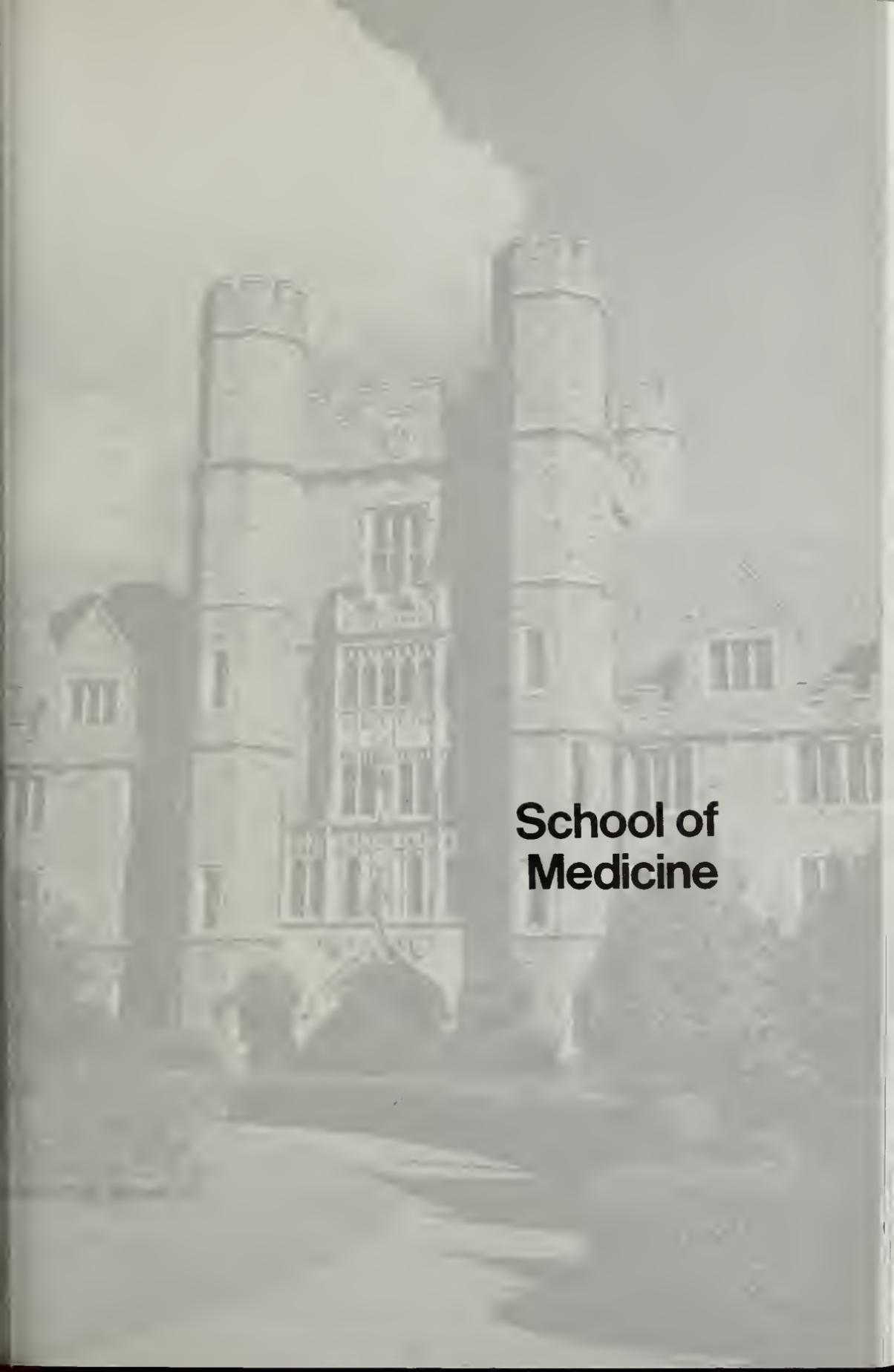
G. S. T. Cavanaugh, B.L.S., *Chairman*, Dr. Brieger and student representative English

### **Veterans Administration Hospital Research and Education**

Delford L. Stickel, M.D., *Chairman*, Drs. Green, Greene, Greenfield, Laszlo, Lindsay Postlethwaite, Pratt, Thompson, and Wilson (Miss Farrington and Mr. Morse—*ex officio*)

### **Vice-President's Veterans Administration**

William G. Anlyan, M.D., *Chairman*, Roscoe Robinson, M.D., *Vice Chairman*, Drs. Busse, Estes, Harmel, Hill, Kinney, Lester, Sabiston, Sessoms, Stickel, Wadsworth Wilson, and Wyngaarden; and Mr. Morse



**School of  
Medicine**



# General Information

## History

In 1924, James Buchanan Duke established The Duke Endowment, and thus made possible the creation of Duke University.

I have selected Duke University as one of the principal objects of this trust because I recognize that education, when conducted along sane and practical, as opposed to dogmatic and theoretical, lines is, next to religion, the greatest civilizing influence.

I have selected hospitals as another of the principal objects of this trust because I recognize that they have become indispensable institutions, not only by way of ministering to the comfort of the sick, but in increasing the efficiency of mankind and prolonging human life. . . . I very much hope that the people will see to it that adequate and convenient hospitals are assured in their respective communities. . . . It is to these rural districts that we are to look in large measure for the bone and sinew of our country.

In Item VIII of his will, Mr. Duke bequeathed to The Duke Endowment ten million dollars for Duke University, of which four million dollars was to be expended for a medical school, hospital, and nurses' home at Duke University.

Wards and clinics in the hospital were named for eminent physicians and surgeons in order to remind the staff and students of what has been accomplished in medicine, as well as to follow Mr. Duke's Indenture: "I advise courses in history, especially the lives of the great of the earth."

The School of Medicine and Duke Hospital (consisting of 400 beds) were opened in 1930 under the leadership of the first dean, Dr. Wilburt C. Davison, who had recruited an outstanding faculty on a geographic full-time basis. During that same year, the first class of medical students, hospital administration students, and dietetic students were admitted. The Private Diagnostic Clinic was organized in 1932 to provide coordinated medical and surgical care for private patients of moderate incomes.

Over the years the Medical Center has been enlarged and its programs expanded by new construction, and by the acquisition of, and affiliation with, established hospitals.

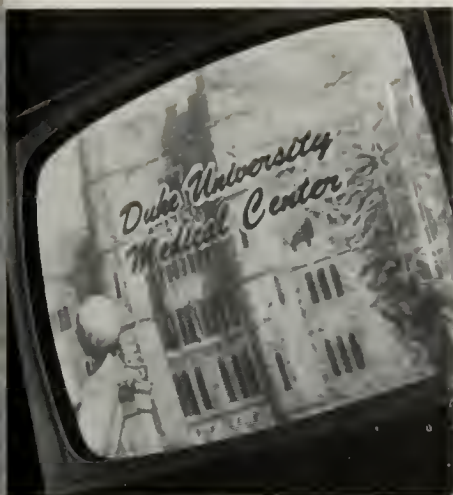
Currently, the Medical Center at Duke University consists of the following buildings on the campus where the offices and departments listed are located: *Davison Building*—Departments of Anatomy, Ophthalmology, and Pathology, and Central Teaching Facility, Division of Audiovisual Education, Library, Medical

Center Administration, Student Lounge, Office of Admissions; *Duke Hospital*—Departments of Anesthesiology, Medicine, Pediatrics, and Surgery, and Amphitheater, Chapel, Private Diagnostic Clinics, Outpatient Clinics, Pharmacy, Physical Therapy; *Nanaline B. Duke Medical Sciences Building*—Departments of Biochemistry and Physiology-Pharmacology; *Gerontology Building*—Center on Aging, Department of Psychiatry, offices and laboratories of Medicine, Pediatrics and Surgery; *Diagnostic and Treatment Building*—offices and clinics of Medicine, Surgery, Pediatrics, and Psychiatry; *Clinical Research I*—offices and laboratories of Medicine and Surgery and research wards; *Clinical Research II*—Hyperbaric Unit, offices and laboratories of Medicine, Surgery, Pediatrics, and Psychiatry and the Clinical Cancer Research Unit; *Medical Research Laboratories*—office and laboratories of Physical Anthropology, Microbiology, and Radiology; *Research Park*—Department of Microbiology and Immunology, offices and laboratories of Medicine, Surgery, Pediatrics, and Radiology; *Main Entrance Building*—Hospital Administration, offices and laboratories of Obstetrics-Gynecology and Pediatrics delivery rooms, and the Emergency Service; *Baker House*—offices of Nursing, Medicine, Surgery, Obstetrics-Gynecology, Hospital Administration, and Pastoral Care and Counseling; *Bell Building*—Offices and laboratories of Medicine, Surgery, Pediatrics, Radiology, Anatomy, and Ophthalmology, and Information Services Gross Anatomy Laboratories, and the Research Training Program; *Pickens Rehabilitation Center*—General and Rehabilitation Outpatient Clinics, Student Health Service, Employee Health Service, and Faculty Family Health Service; *Civitan Mental Retardation and Child Development Center*—offices, clinics, and laboratories of Psychiatry and Pediatrics; *Graduate Center*—Department of Community Health Sciences.

Under construction is the *Alex Sands Medical Science Building* which will house the Department of Anatomy and clinical science research programs of the Departments of Medicine, Surgery, Psychiatry, and Anesthesiology (scheduled completion date, February, 1973), and an *Eye Center* which will house all patient care activities of the Department of Ophthalmology as well as their offices and laboratories (scheduled completion date, March, 1973).

In the spring of 1973, construction will begin on two buildings which will be components of the *Comprehensive Cancer Center*. One will be a basic cancer research medical sciences building, and the other, a special animal laboratory and isolation facility for work with tumor viruses.





Duke University Medical Center continues to strive to be a leader in contemporary medicine. This involves maintaining superiority in its four primary functions: unexcelled patient care, dedication to educational programs, national and international distinction in the quality of research, and service to the region.

Growth is identified with a deeper involvement in the social aspects of health, the establishment of many advanced therapeutic and research facilities, a building program that will require one or more decades for its completion, and a new and imaginative revision of the medical teaching program that has attracted the attention of educators around the world.

## Resources for Study

**Library.** Located in the Davison Building, the Medical Center Library serves the faculty, staff, and students with recorded holdings of 120,000 volumes and 1,800 periodicals. A professional reference service is available daily to assist readers in the use of the collections, catalogs, indexes, and other resources. Audio-visual aids are maintained for the use of individual students.

The library includes the Trent Collection which is considered unsurpassed in the Southeast as a resource for the study of the history of medicine. Much of the material is of interest to literary and classical scholars as well as to those concerned with the history of medicine.

Branch collections of books and journals are maintained in the Nanaline B. Duke Medical Sciences Building and the School of Nursing.

The Medical Center Library is open: 8:30 a.m.-midnight—weekdays; 8:30 a.m.-11:00 p.m.—Saturday; 10:00 a.m.-11:00 p.m.—Sundays. Summer and holiday hours are as announced.

Director and Curator: G. S. T. Cavanaugh, B.A., B.L.S. (McGill, 1951), *Professor of Medical Literature*; Associate Director: Warren P. Bird, B.S., M.S. (Columbia, 1964), *Assistant Professor of Medical Literature*.

**The Central Teaching Facility.** The Central Teaching Facility, located on the fourth floor of Davison Building, provides laboratory, demonstration, and conference space for all courses taught in the basic sciences with the exception of gross anatomy. A full-time staff maintains a wide range of equipment and provides supplies and services necessary for the teaching programs conducted in the facility, thus enabling the teaching staff of each department to devote its efforts entirely toward the students.

The teaching space in the Central Teaching Facility consists of six unit laboratories each accommodating twenty students and one M.D.-Ph.D. candidate laboratory accommodating twelve students. These rooms are equipped with low benches and storage spaces assigned to each first-year student. Three small laboratories are interspersed between the six unit laboratories and provide space for large pieces of equipment used in conjunction with exercises conducted in the unit laboratories. They also provide space for small laboratory projects. One large room capable of accommodating approximately sixty students is used interchange-



ably for sit-down or stand-up laboratory exercises. Two rooms which are designed to exhibit microscopic specimens and pictorial displays as well as to accommodate conference groups and limited laboratory exercises complete the areas currently constituting the Central Teaching Facility.

Expansion of current facilities during 1973 will provide additional conference and laboratory spaces.

In addition to providing services to the School of Medicine, the Central Teaching Facility provides its resources for use throughout the year by various schools in the allied health sciences.

Manager: J. Edward King, M.A.; Assistant Manager: Helen Gillikin, Ph.D.

**Division of Audiovisual Education.** The Division of Audiovisual Education serves the Medical Center by providing all types of audiovisual materials to assist the faculty. There are three subdivisions: the Medical Art Facility, the Medical Photography Facility, and the Central Television Facility.

The Medical Art Facility provides illustrations produced by various art methods and techniques. Services rendered are medical illustrations, schematic and mechanical drawings, diagrams, charts, graphs, designs, lettering, signs, casts, models and exhibits, and other forms of illustrations. The production of facial prostheses and instruction in the use of opaque cosmetics are performed by the Facial Prosthesis Unit, a subsection of the Medical Art Facility.

The Medical Photography Facility is staffed and equipped to provide all photographs needed in the diagnosis and treatment of patients, for teaching, and in research. For example, the photographers take pictures of patients, including such fine details as the patterns of vessels on the retinae or those of the skin as they are revealed by infrared light. Surgical and other procedures are recorded in motion pictures to be used for instruction and to enhance the patient record.

The Central Television Facility also provides services for teaching, research, and patient-care programs. During the past several years, a collection of videotaped material has been produced for group teaching and individual student study. In addition, a two-channel television link (I.T.F.S.) has been established between the Central Television Facility and the Durham V. A. Hospital. This link makes possible two-way, two-channel transmissions for use in educational programs.

Although no formal study programs in medical art, medical photography, and medical television are scheduled, individual training is available for those who wish to pursue careers in the medical audiovisual field.

Director: Sam A. Agnello, A.B.

**Duke Hospital.** Duke Hospital, one of the largest private hospitals in the South, is an integral part of the Medical Center and currently has 800 beds. The hospital directs its efforts toward the three goals of expert patient care, professional education, and service to the community. It offers patients modern comprehensive diagnostic and treatment facilities and special acute care and intensive nursing units for seriously ill patients. Ambulatory patients who need little nursing attention may be admitted to a minimal care unit. Surgical facilities include eighteen operating rooms where hospital surgeons perform more than 13,000 operative procedures annually. Approximately 1,800 babies are born each year in the delivery suite. Other special facilities for patients include a heart catheterization laboratory, cancer research unit, pulmonary care unit, hyperbaric oxygenation chamber, and cardiac care unit.

Patients have their choice of private, semi-private, or ward accommodations; more than 23,000 patients are admitted annually. Close working relationships with

private and governmental health and welfare agencies provide opportunities for continued care of patients after they leave Duke Hospital.

Ambulatory services include the nonprivate outpatient clinics, private diagnostic clinics, the employee health office, and the emergency department, with annual total patient visits of 300,000. The clinical faculty of Duke University School of Medicine participates in undergraduate and graduate medical education and practices medicine in the hospital and private diagnostic clinics.

Duke Hospital with a house staff of approximately 360 is approved for internship and residency training by the Council on Medical Education and Hospitals of the American Medical Association and is fully accredited by the Joint Commission on Accreditation of Hospitals.

**Veterans Administration Hospital.** The Durham Veterans Administration Hospital, with 489 beds, annually admits over 7,000 patients. Within walking distance from the School of Medicine, closely integrated teaching and training programs for medical students and house staff are provided by the full-time professional staff who are members of the faculty of Duke University School of Medicine.

**Highland Hospital.** Highland Hospital, in Asheville, North Carolina, is a 131-bed, private, nonprofit, psychiatric hospital. It was founded in 1904 by Dr. Robert S. Carroll who donated the hospital in 1939 to the Duke University Medical Center. In July, 1967, Highland Hospital was fully integrated into the Duke University Medical Center as a division of the Department of Psychiatry.

All full-time psychiatrists, psychologists, and social workers at Highland Hospital hold academic appointments in the Department of Psychiatry of the Duke University Medical Center. The faculty at Highland is active in teaching psychiatry, psychology, and psychiatric social work to medical students, psychiatric residents, student psychologists, student social workers, and physician's associate students. Members of the faculty may also be involved in psychiatric and psychological research as well. These academic endeavors, and a striving for excellence that accompanies them, provide a stimulating atmosphere for the best possible patient care



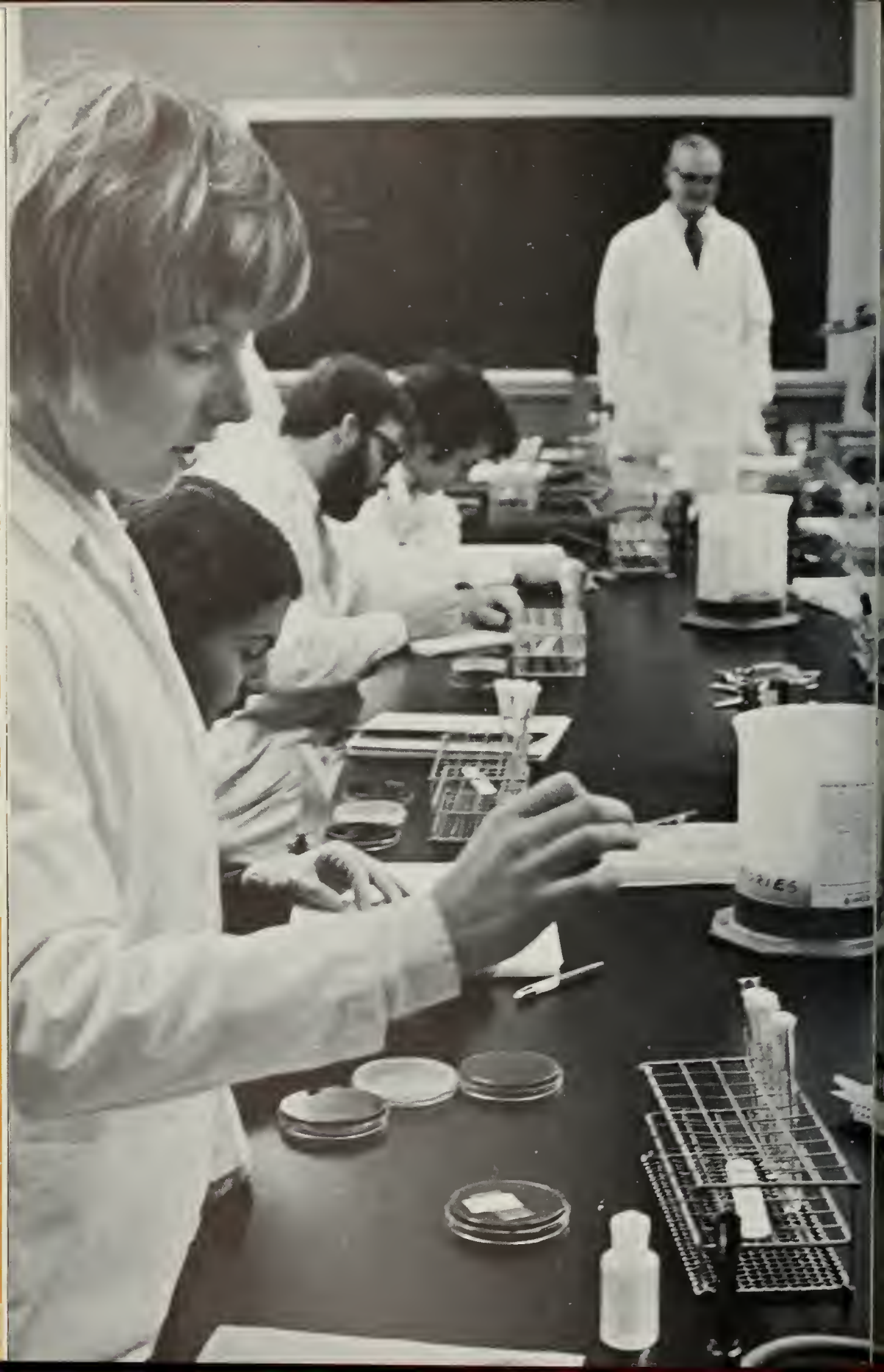


**Sea Level Hospital.** Sea Level Hospital in Carteret County, North Carolina, became part of Duke University Medical Center in 1969 as a result of a gift by O. E. Taylor and family of West Palm Beach, Florida. The 74-bed community hospital retains its professional and administrative staff, with representatives of the Medical Center serving in an advisory capacity. It provides an opportunity for medical students to obtain experience in the practice of medicine in a small community.

**North Carolina Cerebral Palsy Hospital.** The North Carolina Cerebral Palsy Hospital, with 40 beds, is a residential rehabilitation center for children with neuromuscular and skeletal diseases, primarily cerebral palsy. Although it is a state institution, physicians on the faculty of the Duke University Medical Center conduct interdepartmental teaching and training programs from house staff, medical students, and the Cerebral Palsy Hospital staff.

**Watts Hospital.** Watts Hospital is a county-owned, 318-bed, general, short-term care community facility serving the residents of Durham County. This institution participates in many of the medical and health-related professional training experiences.

**Other Hospitals.** Various cooperative teaching and training programs are available for medical and allied health professional students and house staff at other hospitals including Lincoln and McPherson Hospitals in Durham, Oteen Veterans Administration Hospital in Buncombe County, Murdoch Center for Retarded Children and John Umstead Hospital in Butner, N. C., and Dorothea Dix Hospital in Raleigh, N. C.



# 2

## Program Information

### The Medical Curriculum

In recent years, analysis and appraisal of medical curricula have resulted in changes in many medical schools. Several factors have required these changes, important among them being the increasing scope and complexity of medicine generally, and the dissatisfaction with the sharp cleavage between basic science and clinical years. As a result of long study, the Duke University School of Medicine instituted a major revision of the curriculum, beginning with the class which entered in the fall of 1966.

The aims of the present curriculum are: (1) to provide a strong academic basis for a lifetime of growth within the profession of medicine, with the development of technical competency, proficiency, and the proper attitudes peculiar to the practice of medicine as well as appreciation of the broader social and service responsibilities; (2) to establish for the first year a basic science program which will fulfill the purposes of the increasingly heterogeneous student body; (3) to offer both clinical and basic science education simultaneously; (4) to permit the student to explore his personal intellectual preferences and capabilities; (5) to allow in-depth study in selected areas, either clinical or basic science; (6) to provide greater freedom of course selection and thus to encourage earlier career decision; and (7) to achieve better integration of the medical school curriculum with residency training and the practice of medicine.

The curriculum, while offering a previously unattainable degree of flexibility to medical education and new opportunities for intellectual exploration, also makes heavy demands upon the student. It should be recognized that a medical student at Duke University School of Medicine is expected to maintain a consistent level of attainment and to demonstrate qualities of initiative and dedication to his chosen profession. A scholarly attitude toward medicine that will continue throughout an entire career is an important objective of the Medical School. The foundations of this attitude to learning should accompany the student when he enters.

A student is expected to maintain at all times a professional attitude toward patients, to respect confidences, and to recognize that he is the recipient of privileged information only to be discussed within the context of scholarship and in circumstances that truly contribute to the educational process or the care of the

patient. This attitude involves consideration not only of speech and personal appearance but also of morality, honor, and integrity.

A special examination will be taken annually by all medical students. The examination, comprising two 3-hour papers, is administered on a single day each year. Freshman medical students take this examination on the second day of medical school, in addition to subsequent examinations in May. The results of these examinations will be included in each student's record. In addition all students are required to take Part I of the National Board Examinations on a candidate basis.

## Doctor of Medicine Degree

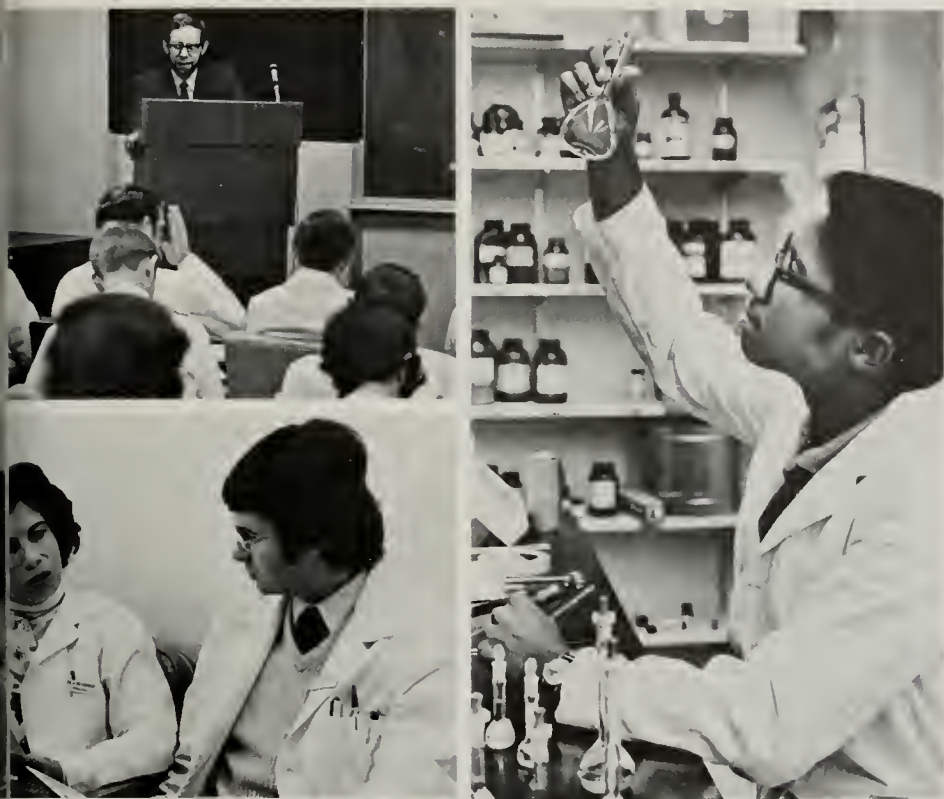
The degree of Doctor of Medicine is awarded upon approval by the faculty of Duke University to those students who have completed the curriculum of the School of Medicine, who have demonstrated their fitness to practice medicine by adherence to a high standard of ethical behavior and morality, and who have paid or made satisfactory arrangements to pay all indebtedness to the University.

**Course Requirements—First Year.** The student will study the principles of all the basic science disciplines. Rather than mastering an encyclopedic array of facts, the purpose will be to acquire familiarity with the major principles of each subject. An introduction to clinical medicine will be presented by the clinical services. The year will be divided into two terms of instruction, of 18 weeks and 24 weeks, as follows:

Term 1	Credit
Anatomy	6
Biochemistry	5
Physiology	5
Genetics	2
	<hr/>
	18
 Term 2	
Pathology	5
Microbiology	4
Pharmacology	4
Human Behavior	2
Introduction to Clinical Medicine	3
Community Health Sciences	2
Radiology	2
	<hr/>
	22

**Course Requirements—Second Year.** The second year will provide an exposure to clinical science disciplines, which permit the student early in his career to become a participant in the care of patients. The acquired appreciation of the problems of the clinical areas and the opportunities to recognize the application of the basic sciences should lead to a more meaningful selection of courses for the subsequent two years. The second year will be divided into five terms of eight weeks each as follows: medicine, obstetrics, pediatrics, psychiatry, and surgery.

**Course Requirements—Third and Fourth Years.** These two years will be made up of elective courses, selected by the student within requisite limitation. Each student will choose professional advisers from the preclinical and clinical



faculties to assist the student in formulating his program for the third and fourth years. One-half of the time must be devoted to basic science and one-half to clinical science. Completion of the Medical Research Training Program or one of the special study programs may fulfill the requirements for basic science.

The elective courses of study offered are described under each department. The wide selection affords an opportunity for each student to design his program to satisfy best his needs in conformity with his medical future, with guidance from his advisers.

As an alternative after completion of the second year, the student may enroll as a Ph.D. candidate in one of the basic sciences, earning this degree in two or three years. Then, having completed three of the four years necessary for a Doctor of Medicine degree, he may earn that degree by completing a fourth clinical year.

The third and fourth years will be divided into eight terms of eight weeks each. Certain courses as noted will be offered during the summer term.

**Promotion.** The records of each student are reviewed periodically by promotion committees comprised of the department chairmen. The Director of Medical Education acts on the recommendations received from the promotion committees and may:

1. Promote students whose work is satisfactory.
2. Warn students whose work is less than satisfactory that they must improve their scholastic endeavor.
3. Place on probation students whose work is unsatisfactory.
4. Request the resignation of any student who is considered an unpromising candidate for the degree of Doctor of Medicine.

A student wishing to appeal a decision may do so to the Director of Medical Education within two weeks of his notification.

The Director, with the advice of the Medical School Advisory Committee reserves the right to require the withdrawal of any student at any time if, in the opinion of the majority of committee members, the student should not continue in the Medical School.

## Combined Degree Programs

**Medical Scientist Program.** The Medical Scientist Training Program, conducted under the auspices of the School of Medicine and the Graduate School is designed to prepare highly qualified students for productive lives as investigators in the medical sciences. The program entails six to seven years of study leading to both the M.D. and Ph.D. degrees. It is anticipated that graduates of this program will pursue careers either in teaching and research in one of the basic sciences related to clinical medicine or, after residency training, in a clinical discipline with strong emphasis on basic research and teaching.

**Eligibility.** Applicants must meet the requirements for admission to both the Medical School, as a candidate for the M.D. degree, and to the Graduate School, as a candidate for the Ph.D. degree. In addition to the minimum requirements for acceptance in the Medical School and the Graduate School, coursework in science and mathematics as well as research experience will count heavily in the selection of candidates.

**The Training Program.** This program has been designed to offer students great latitude in the selection of course material. Basic requirements are two academic years composed of the first basic science year and the second clinical science year of the curriculum for medical students at Duke University. Following completion of the second year, the student enters the graduate program to complete the requirements for the Ph.D. degree. One more academic year of clinical training is necessary to complete the requirements for the M.D. degree.

The first year, a core basic science year, consists of courses in anatomy, biochemistry, genetics, microbiology, pathology, pharmacology, and physiology. An introduction to clinical methods concludes the first year. Students in the Medical Scientist Training Program work together throughout the first year, during which time they are encouraged to select their field of graduate study. During the summer between the first and second years, students will be expected to enter a second-year clinical rotation or enroll for graduate credit.

The second year, a core clinical science year, encompasses a comprehensive approach to medicine, oriented to the patient as a whole. During this year, which represents the student's first introduction to clinical medicine, the curriculum is vertically integrated, multidisciplinary, and interdepartmental. Biological processes from conception through birth, development, and maturation to senescence and death, will be emphasized. Special consideration is devoted to the pattern of individual developmental sequence and to the changes, in that pattern determined by genetic composition and the particular environment in which the patient lives.

During the second year, the trainee will be taught primarily by teachers and investigators from the clinical departments. The core clinical year is divided into five terms of eight weeks each, encompassing medicine, obstetrics, pediatric psychiatry, and surgery. These may be taken in any sequence.

During the third, fourth, and fifth and, if necessary, sixth year of the program, the student will pursue graduate study in order to satisfy the requirements for the Ph.D. degree. These requirements include: (1) completion of necessary course work, (2) adequate performance in the preliminary examination, (3) original research suitable for a dissertation, and (4) successful defense of the thesis in the final examination. Detailed description of other general requirements for the Ph.D. degree are stated in the *Bulletin of the Graduate School*.

The graduate curriculum of each student will be worked out in consultation with the director of graduate studies of the department in which the student chooses to work and will require the approval of the Medical Scientist Training Program Committee. Since most of the ordering ideas and experimental techniques of all of the medical sciences derive from mathematics and the physical sciences, it is essential to ensure that all students in the program have an adequate foundation in these subjects. Because of the close working relationship and geographical proximity of the medical science and physical science departments at Duke, the setting is unusually favorable for the achievement of that goal.

Descriptions of graduate courses in the Departments of Anatomy, Pathology, Microbiology, Biochemistry-Genetics, Physiology, Pharmacology, Biomedical Engineering, and Computer Science are listed in the *Bulletin of the Graduate School*. Students will be encouraged to select courses which are relevant to their own developing individual interests rather than according to a prescribed program which is applied to all students in a given discipline. It is our view that such range, flexibility, and freedom are the essence of graduate education. The original research and dissertation of each student will be supervised by a faculty adviser chosen by the department in consultation with the director of graduate studies in his department. The faculty adviser is the chairman of the student's supervisory committee, which must consist of at least three members from the major department. This committee generally administers the preliminary (before commencing original research) and final (after completion of the dissertation) examinations for the student.

During the terminal year, an elective year in clinical science, the student will be assigned an adviser from the clinical department in which he is most interested. The student and his adviser will construct an individualized curriculum, one that



has major emphasis relative to the chosen clinical area as well as minor emphasis in one other field. The integration of research interests and clinical experience will be carried out in such a way that the student's research competence will be facilitated. Therefore, this year will be planned with due regard to the trainee's proposed career in research. This year will give the trainees in the Medical Scientist Training Program further training in clinical medicine to complement the second or core clinical year, so that the trainee's total clinical experience approximate that given in the regular clinical years of medical school (the third and fourth years in the majority of schools). It should be noted that since students in the program will have earned the M.D. degree upon completion of this final year, great care will be taken by the faculty to ensure that students will be knowledgeable in the current concepts of patient care.

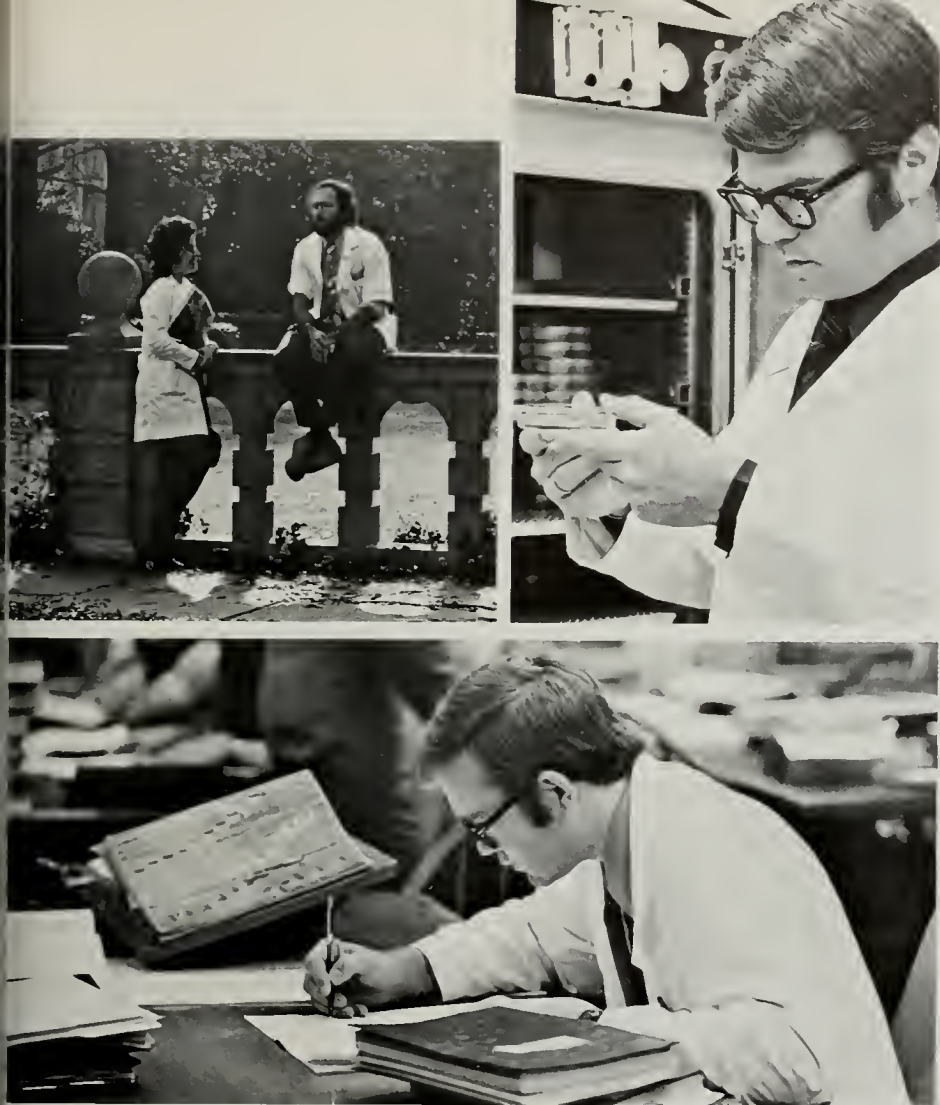
Parenthetically, it is hoped that the terminal year will provide the student with an experience which will not be repeated during his internship. Rather, it should serve to complement later phases of his training. Ideally, the future surgeon, for example, should be exposed to fields other than surgery, since he will receive intensive training in surgery during his residency. The student usually will be tempted to enter immediately upon the area of his primary interest, e.g., surgery, and to offset this tendency, in part, it is stipulated that a student should take a major and minor subject and that the program for the final year should be arranged through consultation by the student with his faculty adviser.

**Financial Support.** Those students accepted into the first year of the program will be offered a traineeship award provided by a Medical Scientist Training Program grant from the National Institutes of Health which includes a stipend plus full tuition. The stipend levels are equivalent to the current U.S. Public Health Service predoctoral and postdoctoral fellowships, and so long as progress is satisfactory, a Medical Scientist Training Program trainee will be supported until he has completed both degrees. Stipends begin at \$2,400 plus \$500 per dependent and increase to \$5,000 plus \$500 per dependent beginning with the fifth year.

Selected candidates who are enrolled in the Graduate School and are subsequently admitted to the School of Medicine, or who have completed the first two years in the School of Medicine and are then admitted to the Graduate School, may also participate in the Medical Scientist Training Program without receiving one of the special traineeship awards. Financial support, including an annual stipend and tuition, is available from a Library of Medicine training grant for two students each year for graduate study in computer science. Details of these and similar awards in other areas of study will be discussed with candidates on an individual basis.

**Application and Admission Procedures.** The following guidelines are to be noted by individuals applying to the Medical Scientist Training Program.

1. The application form for the Duke University School of Medicine should be completed and submitted as early as possible.
2. The application form for the Medical Scientist Training Program should be completed and submitted with the application to the School of Medicine. To ensure full consideration by the program selection committee, the application should be received no later than November 1.
3. The Medical College Admission Test should be taken in May of the year that the application will be submitted.



4. Applicants will be notified about acceptance into the program on or about February 15.
5. Applicants who are accepted for the program will be requested to complete an application form for the Graduate School. The Graduate Record Examination is not required for this purpose.
6. A member of the Medical Scientist Training Program Committee will be available to furnish further information to applicants interviewed at Duke.

Additional information may be obtained by writing the Associate Director, Medical Scientist Training Program, Department of Physiology, Duke University Medical Center, Durham, North Carolina 27710.

**The Medical Historian Program.** The Medical Historian Program is conducted under the auspices of the School of Medicine and the Graduate School to provide professionally trained medical historians. A minimum of six years of graduate study is required. Upon satisfactory completion of the program, the Doctor of Medicine and Doctor of Philosophy degrees will be awarded. It is anticipated that graduates will undertake a minimum of one year of postgraduate medical training, following which their major effort will be in teaching and

scholarly activities (in the field of the history of medicine), with minor clinical responsibilities.

Basic requirements are two academic years in the School of Medicine consisting of core basic sciences in the first year ending with the course *Introduction to Clinical Medicine*, and core clinical sciences during the second year, following which the student enters the Department of History in the Graduate School.

Candidates for the Ph.D. degree in history devote approximately two full years to the completion of their required courses, work in seminars, and in preparatory study for their preliminary or qualifying examinations. The actual length of time needed to earn the Ph.D. degree depends upon the number of years beyond this two-year period candidates find necessary for research and writing of their dissertations. Candidates will pursue studies in the Department of History during the third and fourth academic years of the program. In the fifth and sixth years, the student should have one year in which to pursue medical-historical research and one year of elective courses in the School of Medicine to fulfill the requirements for the M.D. degree.

**Application and Admission Procedures.** Applicants must meet the requirements for admission to the School of Medicine and the Graduate School in the Department of History. Candidates who have completed two years of medical school will also be considered.

In addition to the minimum requirements established by the School of Medicine and the Graduate School, courses in history and in the history and philosophy of science will count heavily in the selection of candidates.

Applicants should complete and submit an application form to the Duke University School of Medicine. After preliminary screening, selected candidates will be requested to submit an application to the Graduate School for admission to the Department of History.

Additional information may be obtained by writing to Gert H. Brieger, M.D., Ph.D., Director, Medical Historian Program, Box 3702, Duke University Medical Center, Durham, North Carolina 27710.

**The M.D.-J.D. Program.** The School of Medicine and the School of Law of Duke University have jointly established a unique program of combined medical and legal education. The aim of the program is to provide to a small number of selected individuals the opportunity to acquire a full education in both medicine and law during a six year course of closely integrated study in the two fields. Upon satisfactory completion of the required course of study, candidates will be awarded both the M.D. and J.D. degrees.

**Objectives.** The Duke M.D.-J.D. Program seeks to develop a new breed of dual professional who is well grounded both in law and medicine and who can function usefully in any one of numerous academic, governmental, or private professional capacities, in areas of overlap between the two disciplines. Although the traditional meeting ground between law and medicine has been in the courtroom in connection with personal injury and malpractice litigation, entirely new areas of medical-legal interaction have developed in recent years. The program seeks to concentrate its interest and efforts in these emerging fields. The program will thus focus on the legislative and regulatory developments concerning various aspects of medicine and on the role of law in structuring health care delivery systems and in defining the rights and responsibilities of the participants therein. Another important area of concentration will be that of law and psychiatry.

**Career Opportunities.** The M.D.-J.D. Program will take a keen interest in its graduates and will assist them in finding ways of employing their special skills. It is considered likely that most graduates of the program will take a medical internship before electing a career role as either a physician or a lawyer, using their other professional training as a useful adjunct in the specialty selected. The program reflects the belief that promising career opportunities will be available to graduates of the program, especially in governmental agencies and in universities.

**Course of Study.** The student in the M.D.-J.D. Program begins his six year course of study in the School of Medicine. As in the regular program for the M.D. degree, his first year is devoted to the basic medical sciences and the second year to the basic clinical disciplines. At this point the student switches to the School of Law, where his first year curriculum is the same as that of other law students. During the next two years, he selects courses in the Law School which are of special application to his medical-legal interest, and his sixth and final year is spent in elective clinical work in the Medical School, which may be tailored to his specialized needs. In addition, the student will be required to complete additional elective basic science work amounting to eighteen hours or two summer sessions. His other summers will be unscheduled, but opportunities will be presented to engage in medical-legal endeavors suited to his developing interests.

Throughout the six year program the student will have available to him the counsel of faculty members of the two schools to help him in the selection of courses and in the definition of his career objectives.

**Eligibility.** Applicants for the M.D.-J.D. Program must qualify for admission to both the School of Medicine and the School of Law. In addition, they must apply specifically for admission to the M.D.-J.D. Program, and applications will be passed upon by the Joint Law-Medicine Committee, which is composed of faculty members from the two schools. Personal interviews will be required.

Because of the special intellectual demands involved in mastering two professions, high standards will be applied in admitting students to the program. Students will also be evaluated on the basis of motivation and demonstrated interest and likely achievement in the fields relevant to the program's concerns.

In view of the highly specialized character of the field, it is anticipated that enrollment in the program will be limited. Probably no more than three students will be accepted in any one year.

**Financial Support.** At the present time, no special financial aid is available to the students enrolled in the M.D.-J.D. Program. However, the regular loan and scholarship resources of the respective professional schools are available to students while they are enrolled. The program is of such a nature that students might find it possible to obtain support from special sources for their education in this field. The University will assist in seeking out such funds and will support students in their applications.

**Application Procedure.** Application forms for the M.D.-J.D. Program and additional information regarding this program may be obtained by writing to the Director, M.D.-J.D. Program, Duke University Medical Center, Durham, North Carolina 27710, and to the admissions offices of the Schools of Medicine and Law.

**The M.D.-M.H.A. Program.** The objective of this program is to provide selected individuals with an opportunity to acquire education in both medicine and health administration through a combined program of closely integrated courses over a five-year period. This program is designed primarily to train physicians

qualified to assume leadership roles in the development and management of both existing and emerging health care delivery organizations. Emphasis is placed on the formulation, analysis, and evaluation of competitive and cooperative decisions and structures within the health care setting. A major advantage of the combined program is the completion of all studies in five years, instead of the six to seven years required if both programs are taken sequentially.

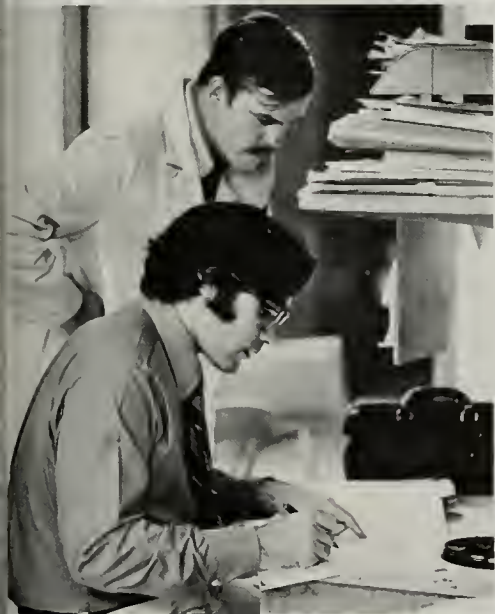
Students undertaking this program enter the Department of Health Administration after the completion of their second year of medical studies. They then take the first three semesters of the basic M.H.A. curriculum, substituting only one course. Following this work, they return full time to the School of Medicine to complete their third and fourth year of medical studies. During these last two years they must take two additional three-hour courses in health administration. Other courses in the department, or from the Graduate School of Business Administration, may also be elected, but this is not required. During the summer between the third and fourth year of medical studies, the students spend full time in a special rotating administrative residency. The terminal year (fifth year) is devoted to completing the curriculum of the School of Medicine. Upon the successful completion of all studies, candidates are awarded both the M.D. and M.H.A. degrees.

**Admission Procedures.** Applicants must be qualified for admission to the School of Medicine and the Department of Health Administration. Interested students do not need to apply to the M.H.A. program before entering the School of Medicine; they may do so any time prior to completing their fourth semester of medical studies. However, admission to the M.H.A. program following enrollment in the School of Medicine requires the concurrent approval of the School.

**Application.** Inquiries about this program and requests for application forms should be addressed to the Chairman, Department of Health Administration, Box 3018, Duke University Medical Center, Durham, North Carolina 22710.

**The M.D.-M.P.H. Program.** Students enrolled in the School of Medicine upon satisfactory completion of the first two years of the regular curriculum may arrange to obtain a Masters of Public Health degree at the University of North





Carolina, Chapel Hill or at another approved institution. The program is designed to train physicians in epidemiology and in planning, administering, and evaluating health care delivery systems. Upon receipt of the degree, students are awarded 18 basic sciences credits and 18 clinical credits toward satisfaction of requirement for the M.D. degree.

For additional information interested students should contact the Chairman Department of Community Health Sciences, Duke University School of Medicine Durham, North Carolina 27710.

## Postgraduate Education

**Internships and Residencies.** Straight internships of one year duration are available in the Departments of Medicine, Pathology, and Pediatrics. Appointments are from July 1 through June 30 with few exceptions. Interns receive stipends, professional liability insurance, uniforms, and laundry of uniforms.

Residencies offered with the chairman or chief of each service are as follows:

Anesthesiology.....	(Chm.) Merel H. Harmel, M.D.
Internal Medicine.....	(Chm.) James B. Wyngaarden, M.D.
Dermatology.....	J. Lamar Callaway, M.D.
Neurology.....	Stanley H. Appel, M.D.
Obstetrics and Gynecology.....	(Chm.) Roy T. Parker, M.D.
Ophthalmology.....	(Chm.) Joseph A. C. Wadsworth, M.D.
Pathology.....	(Chm.) Thomas D. Kinney, M.D.
Pediatrics.....	(Chm.) Samuel L. Katz, M.D.
Pediatric Allergy.....	Susan C. Dees, M.D.
Pediatric Cardiology.....	Madison S. Spach, M.D.
Psychiatry.....	(Chm.) Ewald W. Busse, M.D.
Radiology.....	(Chm.) Richard G. Lester, M.D.
Diagnostic Radiology.....	(Chm.) Richard G. Lester, M.D.
Nuclear Medicine.....	(Chm.) Jack K. Goodrich, M.D.
Therapeutic Radiology.....	Patrick J. Cavanaugh, M.D.
Surgery.....	(Chm.) David C. Sabiston, Jr., M.D.
General Surgery.....	William G. Shingleton, M.D.
Neurosurgery.....	Guy L. Odom, M.D.
Oral Surgery.....	Nicholas G. Georgiade, D.D.S., M.D.
Orthopaedic Surgery.....	J. Leonard Goldner, M.D.
Otolaryngology.....	William R. Hudson, M.D.
Plastic Surgery.....	Kenneth L. Pickrell, M.D.
Thoracic Surgery.....	Will C. Sealy, M.D.
Urologic Surgery.....	James F. Glenn, M.D.

Duke University Medical Center is a participating member of the National Intern and Resident Matching Program, 2530 North Ridge Avenue, Evanston Illinois, and all applicants must register with this program. The hospital is a member of the American Hospital Association approved by the American Medical Association for internship and residency training, and the Joint Commission on Accreditation of Hospitals.

Both men and women graduates of any Class A medical school are eligible for appointments. Internships are rarely available to graduates of medical schools outside the United States and Canada, but a limited number of residencies and research fellowships are available following certification by E. C. F. M. G. (Ed-

educational Council on Foreign Medical Graduates, 1710 Orrington Avenue, Evanston, Illinois). All applicants will be considered without regard to race, color, religion, sex, or national origin.

The Durham Veterans Administration Hospital adjoins the Duke University Campus and is operated under the supervision of the Vice President's Committee of the Duke University Medical Center. The full-time professional staff of the V. A. Hospital are all faculty members of the School of Medicine. All training programs are integrated with corresponding programs at Duke University Medical Center including rotation of house officers at each hospital.

All interns, residents, and clinical fellows are required to be licensed by the State of North Carolina. This may be accomplished by (1) a residency training license (fee \$10.00) that covers only training at Duke and is not convertible to a full North Carolina license and (2) a full North Carolina license (fee \$100.00) that is a complete medical license obtained either by State Boards or National Boards and is fully reciprocal with other states for full licenses. Duke Medical Center cannot make applications for house staff. Since house staff members should have the license before beginning duties, arrangements for the license should be made in advance. For additional licensure information, contact Dr. Joseph J. Combs, North Carolina State Board of Medical Examiners, 222 North Person Street, Raleigh, North Carolina 27601.

Application forms and information for internships, residencies, or fellowships may be obtained by writing the chairman of the appropriate department, Duke University Medical Center, Durham, North Carolina 27710.

**Continuing Medical Education.** Numerous formal postgraduate courses are given throughout the entire year for physicians in general practice as well as in all specialties. Conferences and tutorial seminars are also available to any physician who desires to attend and participate. Physicians in practice may make arrangements for a period of one day or more for courses tailored to their particular interests. These personal contacts with senior faculty and residents, including patient examinations as well as follow-up care, provide in-house training experience.

The annual one-week course held in Atlantic Beach in mid-July continues to be one of the most well attended programs in the region.

For additional information, please contact William J. A. DeMaria, M.D., Associate Director, Continuing Education, Duke University School of Medicine, Durham, North Carolina 27710.



# 3

## Student Life

### The University

Duke University, located in Durham, North Carolina, has an enrollment of 9,382 students from all fifty states and many foreign countries. Currently Trinity College of Arts and Sciences, the Graduate School, and the Schools of Business Administration, Divinity, Engineering, Forestry, Law, Medicine, and Nursing constitute the University.

Durham, with a population of approximately 100,000, is in the Piedmont region of North Carolina, which has easy access to the sea coast and mountains. It is one of the three cities bounding the Research Triangle Park where numerous private research laboratories and governmental agencies are located. Duke University is twenty-five miles from North Carolina State University in Raleigh and eight miles from the University of North Carolina (UNC) in Chapel Hill.

### Conduct of Students

Duke University expects and will require of all its students continuing loyal cooperation in developing and maintaining high standards of scholarship and conduct.

The University wishes to emphasize its policy that all students are subject to the rules and regulations of the University as are currently in effect or, from time to time, are put into effect by the appropriate authorities of the University.

Any student, in accepting admission, indicates his willingness to subscribe to and be governed by these rules and regulations and acknowledges the right of the University to take such disciplinary action, including suspension and/or expulsion, as may be deemed appropriate, for failure to abide by such rules and regulations, or for conduct adjudged unsatisfactory or detrimental to the University.

### Living Accommodations

**Residence Halls and Apartments.** Duke University maintains limited types of housing for graduate and professional students. Medical students are eligible to reside in the Graduate Center, Town House Apartments, and, on a very limited

basis, Duke Modular Homes. The Graduate Center accommodates 148 male graduate students and 56 female graduate students, and the 30 Town House Apartments accommodate about 45 men and 45 women. Duke operates six modular homes each equipped for four students. Two of these are reserved for graduate men and one for graduate women; the remainder are used by undergraduates.

One hundred and twenty-four units of a new 500-unit apartment complex are scheduled for completion and occupancy in the fall of 1973. Allocation of units will be established in late 1972. As each segment is completed, limited numbers of units may be available to students in each of the graduate and professional schools.

Town House Apartments provide family-type units, each furnished for three occupants. The three Duke modular homes are each equipped for four students. The campus bus, serving all parts of the University, is accessible to the Town House Apartments and the modular homes.

The Department of Housing Management is prepared to assist the married graduate and professional school students in locating suitable housing in Durham. Many relatively new complexes and a few older apartments are available. Houses and duplex units are limited in number but may be rented from time to time.

Detailed information about University housing facilities for single and married students and the housing assistance program will be provided upon request by the Department of Housing Management, Duke University, Duke Station, Durham, North Carolina 27706. Information on the new University apartment complex will be included when all details regarding occupancy have been completed.

Spaces in Duke's residential units may be reserved by applicants only if they have been accepted by the Medical School, and after the required \$50 residential deposit has been paid to the University. The initial deposit is required with the application and is held until space is vacated. Application forms and detailed information on housing for graduate and professional school students will be mailed when the Medical School has notified the Department of Housing Management of the official acceptance of the student. Single students may express a choice for the type of housing desired. Completed applications for rooms and apartments are to be returned with required deposits to the Department of Housing Management,



Duke Station, Duke University, Durham, North Carolina 27706. Assignment priority is established by the date of receipt of completed applications with deposits in this office.

Although every effort is made to assign compatible students to reside together, the Department of Housing Management does not assume responsibility for persons selected as roommates; each student is urged to select persons with whom he desires to live. A student who occupies a double room without a roommate will be given written notice by the Department of Housing Management to obtain a roommate or the student will be required to pay a higher fee as established for the room concerned. Similar notification will be sent to occupants of apartments or homes where vacancies occur.

Any exchange of living space must be made through the Department of Housing Management. Persons who exchange rooms, apartments, or other residential space without approval will be subject to the fee of both spaces.

**Dining Facilities.** The Medical Center cafeteria serves students and employees. Other dining facilities located near the Medical Center are in the Union Building, with two cafeterias and the Oak Room, and in the Graduate Center, with a cafeteria and coffee lounge. The latter serves sodas and sandwiches from 11:30 a.m. to 11:00 p.m. (Please refer to section on Dining Facilities in the chapter on Financial Information for approximate food costs.)

## Services Available

**Student Personal Advisory Program.** One important objective of Duke University School of Medicine is to promote an informal, cordial student-faculty relationship. All entering students are given an opportunity to request a personal adviser who will be available to the student throughout his undergraduate medical training. Advisers are assigned from a group of faculty members who have volunteered to serve in this capacity.

**Student Health Service.** In recognition of the unique health needs of medical students, whose activities bring them into far greater contact with communicable disease than the average university student, a special health program for medical students has been established. The program will provide for a careful health evaluation, chest X-ray, blood and urine examination, and necessary immunizations at the beginning of the freshman year. In addition, chest X-ray and urine tests will be repeated at the beginning of the third year and before graduation.

Since these services are in addition to those available through the Student Health Service, a special fee will be required of each medical student to cover the extra cost over the four-year period.

Students receive ambulant care at the University Health Office during regular office hours.

The main components of the Health Service include the Student Health Clinic in the Marshall I. Pickens Rehabilitation Center, located at the corner of Trent Street and Erwin Road, and the Infirmary on the East Campus. For treatment of most illnesses or injuries, students should first contact the Student Health Clinic. Transportation may be made via the campus bus, or emergency transportation can be obtained from the Duke Campus Police or the Durham Ambulance Service.

The facilities of the University Health Services Clinic are available during both regular and summer sessions to all currently enrolled full-time students

attending classes on Duke Campus. The facilities of the University Infirmary are available during the regular sessions only from the opening of the University in the fall until Graduation Day in the spring to all currently enrolled full-time students.

The resources of the Duke University Medical Center are available to all Duke students and their spouses and children. Charges for any and all services received from the Medical Center are the responsibility of the student as are the charges for services received from physicians and hospitals not associated with Duke University.

For emergency problems when the University Health Clinic is not open, the emergency room at Duke University Medical Center is available.

The financial responsibility for expenses incurred in the emergency room rests with the student or his parents, though it is anticipated that most, if not all such services will be covered under the Duke Student Accident and Sickness Insurance Policy. This Duke Student Accident and Sickness Insurance Policy will cover only true emergencies necessitating treatment at the Hospital Emergency Room. The Emergency Room Business Office will assist in filing claims under this and other health insurance policies.

The Student Health Program does not provide health care for spouses and dependent children of married students. There are provisions in the insurance plan, however, for coverage of the married student's family. Pre-existing conditions of dependent spouse and/or children are not covered.

**Student Mental Health Service.** The Student Mental Health Service is located in the Pickens Rehabilitation Building on Erwin Road. The service provides evaluation and brief counseling and/or treatment for matters ranging from questions about normal growth and development to the most serious psychiatric disorders.

Student Mental Health Service records are maintained separately, and are not a part of any other record system, academic or medical. Contact with the service is strictly confidential.

**The Duke Student Accident and Sickness Insurance Policy.** The Duke Student Accident and Sickness Insurance Policy is available at a reasonable charge (the 1972-73 rate was \$29.90). The supplemental coverage provides coverage for hospitalization, diagnosis, and treatment on an outpatient basis, emergency room services, and major medical expenses. The policy is more fully described in a brochure sent through the Bursar's Office.

Participation in the supplemental insurance program is on a waiver basis. The University expects all students to be financially responsible for medical expenses above those covered by the University Student Health program through the Duke Student Accident and Sickness Insurance Policy or a student's private policy or personal financial resources. Those who have equivalent medical insurance or who wish to accept the financial responsibility for any medical expense may waive the Duke Accident and Sickness Insurance Policy by signing a statement to this effect. Each student and/or parent must purchase this student health insurance or sign a waiver before registration is complete.

More detailed description of the Duke Student Health program and the Duke Student Accident and Sickness Insurance Policy will be found in their respective brochures which will be sent to each student.

**Vacations and Free Quarters.** All students should take note that the Student

Health Service does not provide care during quarters for which fees and tuition are not being paid.

The supplemental health insurance plan is designed to complement services normally available to students through the University Student Health Service in order that they may be protected at times when the service does not apply and for accidents and sickness which it does not cover. This plan provides protection twenty-four hours per day during the full twelve-month term of the policy for each student insured. Students are covered on and off the campus, at home, or while traveling between home and school, and during interim vacation periods.

Information concerning the availability of additional health care may be obtained from the Student Health Service. These rules and regulations are those in effect at the time of publication of this document, but are subject to change at a later date.

## Student and Professional Organizations

**Alpha Omega Alpha.** Alpha Omega Alpha Honorary Medical Fraternity was organized nationally in 1902 and the Duke Chapter (North Carolina Alpha) was chartered in 1931. The aims of this society are the promotion of scholarship and research in medical schools, the encouragement of high standards of character and conduct among students and graduates, and the recognition of high attainment in medical science, practice, and related fields. Students who have demonstrated leadership and academic promise of future achievement are elected. Membership is limited to no more than one-sixth of any class and of these only one-third may be elected in the junior year. Alumni, faculty, and honorary membership may also be conferred upon certain physicians who have distinguished themselves in the various areas of medical teaching, research, and practice.

**Davison Society.** All medical students are members of the Davison Society which was formed several years ago by merging the Student Government Association and the Duke Chapter of the Student American Medical Association (SAMA). The Davison Society, governed by a council of elected officers and representatives, is involved in many community and Medical Center projects including: (1) community health clinics, (2) community drug and sex education





programs, (3) community health education and organization programs, (4) student-faculty curriculum evaluation and modification, (5) freshman orientation (6) participation in the county-state medical society, (7) organization of extra-curricular, educational, and social events for students and faculty, and (8) publication of the *Directory of Students* and a weekly newsletter. The organization has earned a reputation on a national level for its interest in medical education and community projects.

The current honor-pass/fail grading system with written evaluations is the result of recommendations proposed by faculty and students in the Davison Society. This system provides students with better feedback and more useful data for their development as physicians inasmuch as written evaluations are objective, frank, and comprehensive.

Students are active in community health affairs, such as the Edgemont Clinic, a free clinic which was opened in 1969 and operated by medical students from Duke University and the University of North Carolina. Students in other health professions also participate. The clinic operates under a Board of Directors composed of residents in Edgemont, an area populated by low income black and white families. The clinic, open two evenings a week, is supported by the North Carolina Regional Medical Program and voluntary donations from individuals and organizations such as the Davison Society. Although this clinic provides valuable experience, no course credit is given. Students also organize and teach sex and drug education programs in junior high schools in Durham.

Students also may elect optional membership in SAMA (Student American Medical Association). Approximately 50 percent of the medical student body are members of SAMA, an organization representing the opinions and recommendations of more than 50,000 medical students, interns, and residents throughout the country. Davison Society officers who are SAMA members represent the School of Medicine at regional and national student professional meetings and conventions. Members of the Duke Chapter have always been very active in the national organization with many serving as committee chairmen as well as on standing and ad hoc committees. SAMA provides benefit plans for students and maintains communication with other national student professional organizations.

**The Student National Medical Association, Inc.** The Student National Medical Association (SNMA) is a national organization comprised of medical students. The organization was established in 1964 and now has chapters at sixty-seven of the American medical schools.

The purposes of the Student National Medical Association are: (1) to create an atmosphere wherein professional excellence and moral principles can find fullest expression, (2) to disseminate information relative to minority problems within the field of medical education, (3) to take necessary and proper steps to eradicate prejudicial practices in the field of medical education and related areas as these practices appear to be based on race, creed, color, sex, or national origin, (4) to develop workable programs for the implementation of better urban and rural health care, (5) to provide national leadership in the promulgation of legislative policies for the provision of better health care, (6) to sponsor programs for minority youth to encourage their entrance into the health professions, and (7) to raise the levels of black student recruitment, admissions, and retention in schools training health care professionals.

**The Engel Society.** The Engel Society, established in 1966 as a memorial to Professor Frank L. Engel, is designed to promote intellectual and social interaction between students and faculty. Membership is limited to six junior students

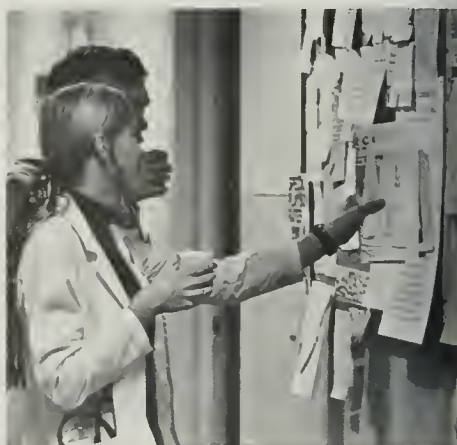


and six senior students who have demonstrated an inquisitive nature, interest in their fellow man, and high scholastic ability. Four faculty members are selected annually by members of the society for three-year terms.

Six dinner meetings with guest speakers are held at Quail Roost Conference Center each year. Other students may be invited to participate.

**Ganglion.** The Duke neurosciences society (the Ganglion Society) seeks to promote interest in the neurosciences and to facilitate communication between individuals studying and working in this multidisciplinary field. To accomplish this the society publishes *The Neurotransmitter*, a weekly bulletin of local events in the neurosciences, both basic and clinical, and sponsors biweekly informal evening discussion sessions featuring both local and visiting scientists and clinicians prominent in one or more areas of the neurosciences. Membership and participation in these activities is open to anyone with an interest in the neurosciences.

**Duke University Medical Alumni Association.** The Duke Medical Alumni Association currently consists of over 5,000 members including all graduates of the Medical School, past and present faculty, and all past and present house officers of Duke Hospital including those who are not Duke Medical School graduates. Associate membership is available to alumni of other Medical Center programs. A quarterly newsletter is sent to all members each year. Around



clusters of five-year classes, November reunions are held annually in Durham. Alumni groups have been organized in several states where luncheon and dinner meetings are held following the American Medical Association, the Southern Medical Association, the North Carolina Medical Society, and the American Academy of Pediatrics meetings.

*Officers.* President: Alpheus M. Covington, M.D., 1950, Rockingham, North Carolina; Secretary-Treasurer: Jay M. Arena, M.D., 1932, Durham, North Carolina.

## Awards and Prizes

**Roche Award.** This award is a gift from the Roche Laboratories and is presented to one member of the senior class for outstanding achievement during his career in medical school.

**Lange Medical Publications Awards.** Two seniors selected by participating medical schools for excellence in their work are awarded four books, published by the Lange Medical Publications. The books are selected by the individual recipients.

**Thomas Jefferson Award.** This award, consisting of \$100, a certificate, and a book, is given to students who are outstanding in fields other than medicine and science. Periodically, it is given to those students who have materially contributed to the University. The award is not necessarily given each year.

**Upjohn Award.** The award of \$200 cash and a certificate is presented to a Duke medical student for the best essay discussing some aspect of the social, cultural, economic, or other parameters of health.

**Davison Scholarship.** The Davison Scholarship award consisting of \$500 donated by the late Dean Wilburt C. Davison is awarded to enable a medical student to participate in a clinical science outside the United States. Any student may apply for this award.

**C. V. Mosby Book Award.** Each class president is presented a certificate to select a Mosby book not to exceed \$30.

**Trent Prize.** An annual award of \$100 is given to a Duke medical student for the best essay on any topic in the history of medicine and allied sciences. Mrs. Mary Trent Semans established this award in memory of the late Josiah C. Trent to encourage students to undertake independent work in the history of medicine and to utilize the resources of the Trent Collection.

**Joseph E. Markee Memorial Award.** An award of \$200 and a certificate is presented to the outstanding first year medical student in anatomy in memory of the late Joseph E. Markee, James B. Duke Professor of Anatomy from 1953 until his death in 1971 and Chairman of the Department, 1943-1966.



# 4

## Admission

### Admission Procedures

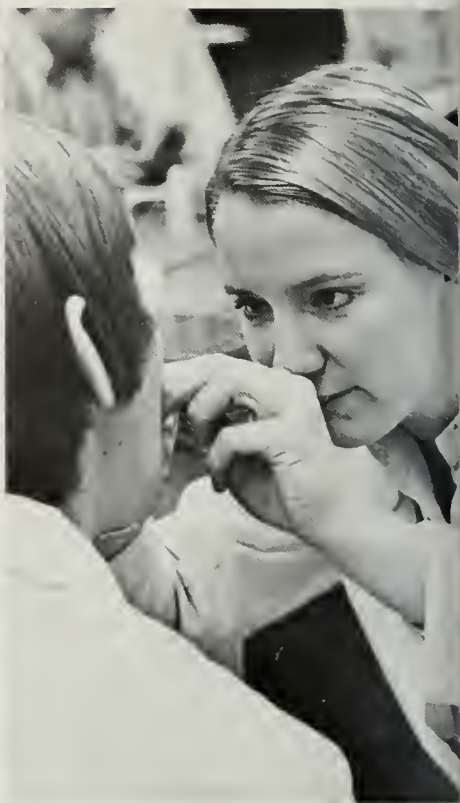
A well-rounded general education is recommended with the choice of subjects beyond those required for admission governed by individual interests. The manner in which the college years are utilized is of greater importance than specific subjects. Premedical students should secure a knowledge of the principles and appreciation of the interrelationship of basic sciences, learn to work independently, observe critically, and analyze rather than store information.

Good study habits, intelligence, character, and integrity are essential qualifications for admission.

**Application for Admission.** Application forms for the Duke University School of Medicine may be obtained by writing the Committee on Admissions, Box 3710, Duke Hospital, Durham, North Carolina 27710. Prior to August 1, all requests for application materials will be assigned to a mailing list. The materials will be forwarded during the first week in August. The deadline for receipt of completed applications is December 1.

**Requirements.** Admission to the School of Medicine requires a minimum of 90 semester hours of approved college credit including one year of college English, consisting primarily of expository English composition, one year of inorganic chemistry, one year of organic chemistry, one year of physics, one year of biology and/or zoology, and one year of calculus. All science requirements must be completed not more than seven years prior to entrance. Applicants who have reached the age of thirty prior to matriculation will not be considered.

The Medical College Admission Test, administered by the Medical College Admission Test Office, Association of American Medical Colleges, One Dupont Circle, N. W., Washington, D. C. 20036, is required of all applicants. This test is given in May and October of each year at numerous colleges throughout the United States. Students should consult their premedical advisers and arrange to take this test in May of the year they plan to submit applications for admission.



## Selection

Selection is made between September 15 and March 15 for students entering the following September. Data on each candidate are carefully evaluated by the Committee on Admissions. If the distance is not too great, a personal interview will be conducted at Duke for those students with satisfactory credentials. Other candidates will be referred for personal interviews with regional representatives of the Admissions Committee. Those candidates who demonstrate the most promise for exceptional performance in their future practice of medicine are admitted on the basis of merit without regard to race, color, religion, sex, or national origin and are notified as soon as possible whether or not they have been accepted. In order to ensure enrollment, accepted candidates must return a signed agreement and a fifty dollar deposit within three weeks after notification. Inasmuch as admission is offered a considerable period in advance of matriculation, it is provisional upon the successful completion of remaining required premedical college courses.

## Transfer

Applicants who have completed two years in most of the American and Canadian medical schools will be considered for transfer only as space permits. Such transfer students are required to complete the second and fourth years of

the Duke curriculum. For transfer, successful completion of Part I of the National Board Examination is required as evidence of satisfactory completion of subjects taught in the first two years of most North American schools.

A limited number of transfer students from foreign medical schools may be admitted each year. Such students should have completed their preclinical training and must successfully complete Part I of the National Board Examination. If space permits, these students will be admitted as members of the sophomore class and rotate in the clinical departments. They will be required to complete the junior and senior years, composed of electives in clinical and preclinical sciences. By attending two summer sessions, a transfer student from a foreign medical school can earn his M.D. degree from Duke University approximately two and one-half years after matriculation.

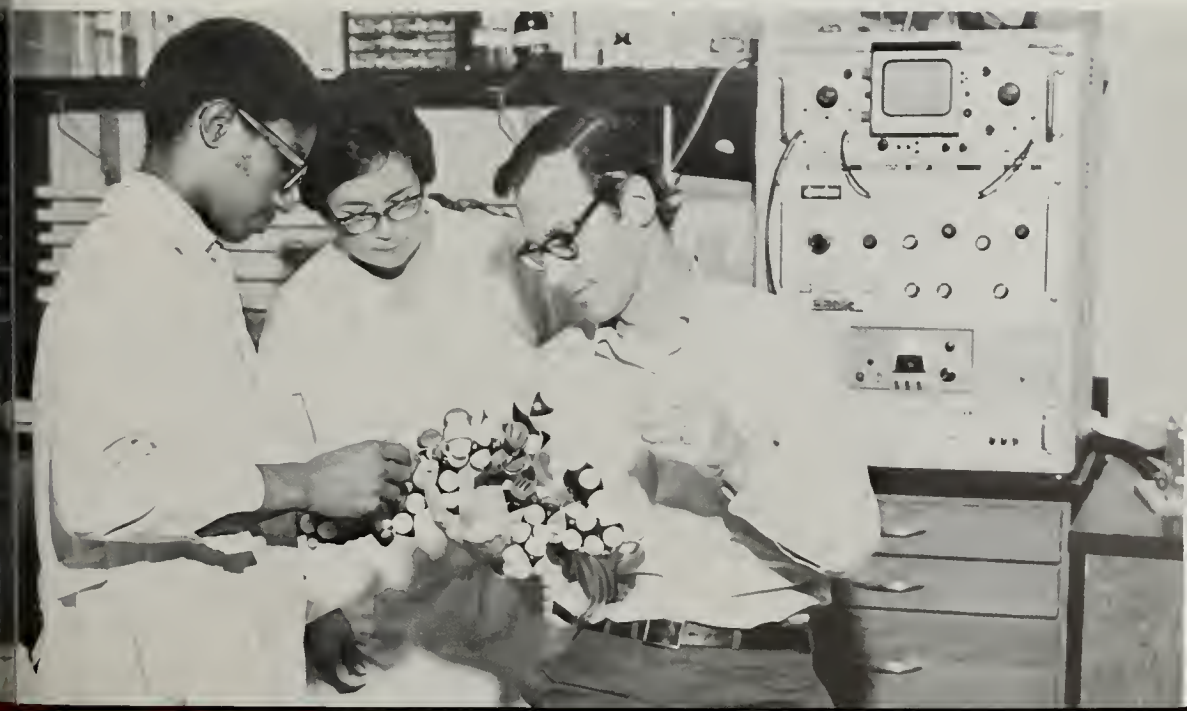
Transfer application materials must be requested by January 15 of the year of anticipated transfer. The deadline for the receipt of completed applications is March 15 of the same year. Competitive applicants will be sponsored for Part I of the National Board Examinations given in June of that year as part of the evaluation procedure. Upon receipt of the results of this examination, personal interviews will be arranged for those with satisfactory credentials.

Transfers into the freshman or senior years are not permitted.

## Advanced Placement

Advanced placement is offered to qualified freshmen students on an optional basis for the following first semester courses: anatomy, biochemistry, genetics, and physiology. Students desiring consideration for advanced placement are required to take examinations in applicable subjects during the first week of medical school. Those who are granted and accept advanced placement for a specific course are not required to enroll in that course but will be responsible for arranging mutually satisfactory substitutions with the appropriate department chairman.

Students who have been awarded Ph.D. degrees in biomedical or preclinical sciences may apply for a three-year program to obtain their M.D. degrees. This program consists of the regular core basic science courses required of all freshmen medical students, core clinical rotations during the second year, followed by senior class clinical electives.





## Summary

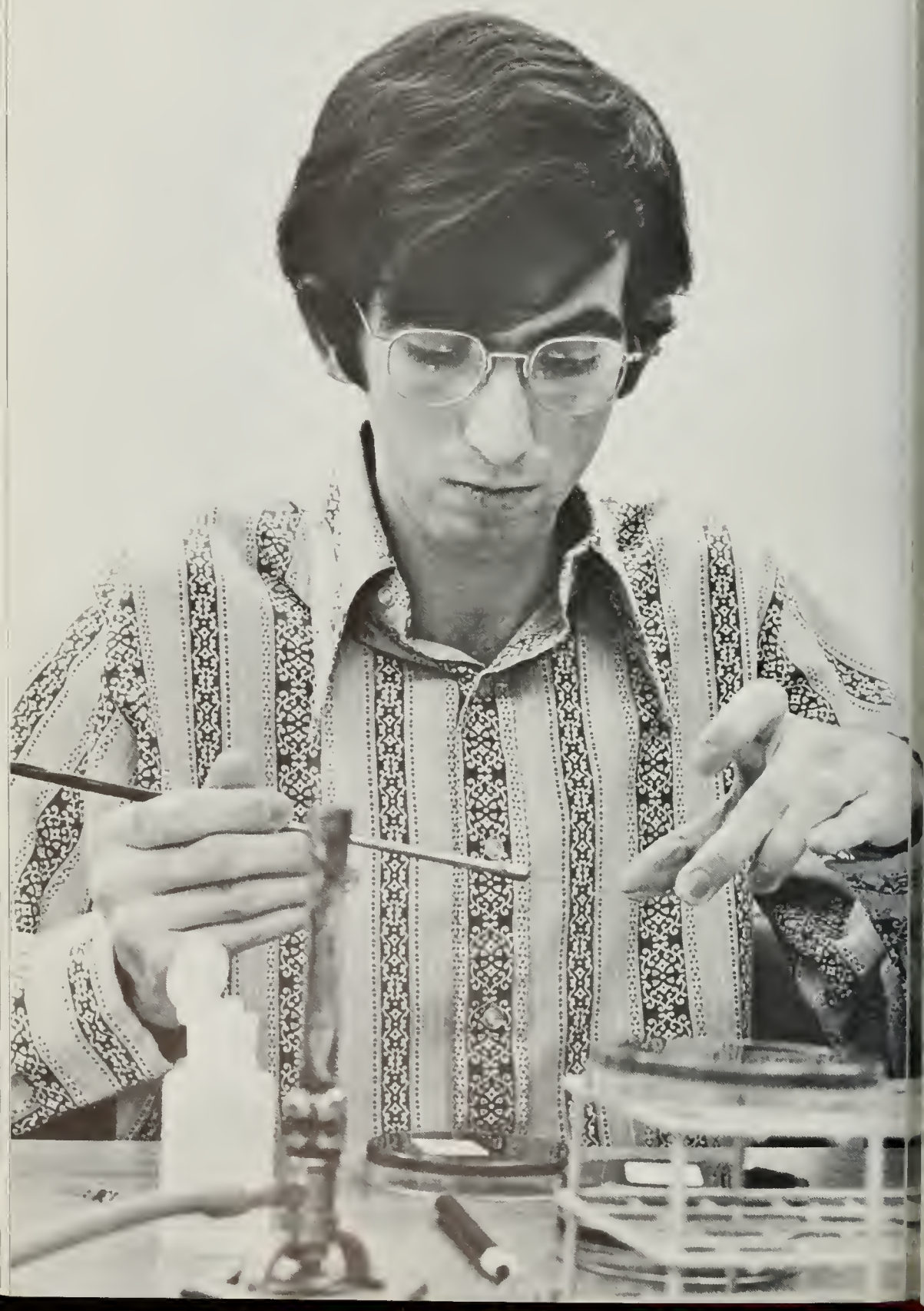
Three years of college work, twenty-five (\$25) nonrefundable application fee, fifty dollars deposit (\$50) within three weeks of notification of acceptance, and the Medical College Admission Test are required. The number of students in the 1973-74 freshman class is 114.

Applications for admission must be received between August 1 and December 1, 1973. Students will be notified between November 1, 1973, and March 15, 1974. Freshman classes begin August 29, 1974.

### Roster of Regional Representatives of Admissions Committee

Alabama:	<i>Birmingham</i> , Ben V. Branscomb; <i>Selma</i> , Havner H. Parish, Jr.
Alaska:	<i>Anchorage</i> , Milo H. Fritz
Arizona:	<i>Phoenix</i> , Robert H. Barnes; <i>Scottsdale</i> , Boyd Metcalf
Arkansas:	<i>Little Rock</i> , Rosalind Smith Abernathy, E. Clinton Texter, Jr.
California:	<i>Berkeley</i> , H. I. Harvey, <i>Beverly Hills</i> , Ben Kohn; <i>Los Angeles</i> , George Hayter, Douglas F. Smiley; <i>Menlo Park</i> , Gustave Freeman; <i>Palo Alto</i> , James B. Golden; <i>San Bernardino</i> , Irving E. Allen; <i>San Francisco</i> , John F. Cann, R. Gray Patton; <i>San Mateo</i> , Lester H. Margolis; <i>West Covina</i> , Jeremiah W. Kerner; <i>West Los Angeles</i> , James L. Scott
Canada:	<i>Montreal</i> , J. E. Gibbons; <i>Ottawa</i> , John B. Armstrong
Colorado:	<i>Denver</i> , John Ray Pryor, Fred W. Schoonmaker
Connecticut:	<i>Hartford</i> , William H. Glass; <i>New Haven</i> , Clarence D. Davis, Saul A. Frankel, Joseph Mignone, Ned M. Shutkin
Florida:	<i>Boca Raton</i> , Eugene L. Horger; <i>Gainesville</i> , Lamar H. Crevasse, Joseph W. Shands, Jr.; <i>Jacksonville</i> , David W. Brooks, Jr.; <i>Lakeland</i> , Charles Larsen, Jr., John Verner, Jr.; <i>Miami</i> , James J. Hutson, David H. Reynolds; <i>South Miami</i> , Stanley J. Cannon; <i>St. Petersburg</i> , David S. Hubbell; <i>Tampa</i> , Richard G. Connor
Georgia:	<i>Atlanta</i> , James C. Crutcher, E. B. Dunlap
Germany:	<i>Berlin</i> , Otto H. Gauer
Hawaii:	<i>Honolulu</i> , Richard K. Blaisdell, James G. Harrison, Jr.; <i>Kailua</i> , Stanley Karansky

Idaho: *Boise*, William L. Venning; *Idaho Falls*, Reid H. Anderson  
 Illinois: *Chicago*, James S. Arnold, Ruth K. Freinkel, George H. Gardner, Daniel J. Pachman, Earl N. Solon; *Evanston*, Donald R. Mundie, Milton Weinberg, Jr.; *Geneva*, Charles A. Hanson; *Monmouth*, Kenneth E. Ambrose  
 Indiana: *Angola*, Norman W. Rausch; *Columbia City*, John L. Vogel; *Indianapolis*, Norman H. Bell, John D. Graham  
 Iowa: *Davenport*, Alexander W. Boone, Jr.; *Des Moines*, Charles W. Latchem  
 Kansas: *Emporia*, Gould C. Garcia; *Salina*, Roy B. Coffey; *Wichita*, Thor J. Jager  
 Kentucky: *Lexington*, Kearn R. Thompson; *Louisville*, Billy Franklin Andrews, George Uhde  
 Louisiana: *New Orleans*, Richard H. Corales, Jr., Norbert Enzer, Harold M. Horack, Richard M. Paddison  
 Maine: *Portland*, E. Charles Kunkle  
 Maryland: *Baltimore*, John T. King, C. Edward Leach; *Rockville*, Louis Spekter; *Towson*, William C. Battle  
 Massachusetts: *Boston*, Raymond D. Adams, James H. Currens, Ellison C. Pierce, Jr., Michael Steer, James L. Tullis; *Brookline*, James H. Austin, Dorothy A. Elias; *Springfield*, George A. Sotirion  
 Michigan: *Ann Arbor*, George E. Bacon, Donald L. Rucknagel; *Detroit*, Robert F. Kandel; *Port Huron*, William T. Davison  
 Minnesota: *Minneapolis*, Lewis W. Wannamaker; *Rochester*, Richard E. Symmonds  
 Missouri: *Columbia*, John T. Logue; *St. Louis*, Thomas B. Ferguson, Roman L. Patrick  
 Nebraska: *Beatrice*, R. Brown  
 New Hampshire: *Hanover*, George Margolis, R. J. Vanderlinde  
 New Jersey: *Montclair*, Benjamin B. Burrill; *New Brunswick*, William E. McGough, Bernard A. Rineberg  
 New Mexico: *Albuquerque*, Robert Proper; *Artesia*, C. Pardue Bunch  
 New York: *Albany*, Stuart Bondurant; *Buffalo*, Oliver J. Bateman; *East Rockaway*, Vincent A. Joy; *Endicott*, James K. Tompkins; *Hornell*, Gordon Stenhouse; *Ithaca*, John G. Maines; *Lockport*, Frank H. Crosby; *New York*, Jules Hirsch, Seymour R. Kaplan, Michael J. Lepore, Robert S. Porro, Richard A. Ruskin, Leonard H. Schuyler, Robert A. Shimm, Patricia Winchester; *Pittsford*, Rufus S. Bynum; *Rochester*, William L. Sutton; *Syracuse*, Alfred S. Berne, Herbert Lourie, James E. Sheehy  
 Ohio: *Cincinnati*, Murray B. Sheldon, Jr.; *Cleveland Heights*, Robert B. Kubek; *Columbus*, Robert J. Atwell, Charles A. Doan, Lucy R. Freedy, George W. Paulson, James V. Warren; *Dayton*, Stuart R. Ducker; *Elyria*, William L. Hassler; *Toledo*, George F. Alter, William A. Phillips  
 Oklahoma: *Muskogee*, Robert H. Gibbs  
 Oregon: *Portland*, Joseph F. Paquet  
 Pennsylvania: *Bethlehem*, Ralph K. Shields, James G. Whildin; *Bryn Mawr*, John V. Blady; *Doylestown*, Zachary A. Simpson; *Harrisburg*, Earl S. Moyer, Alfred J. Sherman; *Hershey*, Elaine Eyster; *Johnstown*, W. Frederick Mayer; *Philadelphia*, Max W. Fischbach, Doris A. Howell, Alfred M. Sellers; *Pittsburgh*, H. V. Murdaugh, Jr., Jack D. Myers; *Scranton*, Louis C. Waller; *Williamsport*, William R. Brink  
 Puerto Rico: *Santurce*, Kenneth B. Brown, Rafael Hernandez-Saldana  
 Rhode Island: *Providence*, Richard P. Sexton  
 South Carolina: *Charleston*, Edward F. Parker, *Columbia*, Ben N. Miller, James M. Timmons; *Greenville*, Raymond C. Ramage  
 Tennessee: *Chattanooga*, Richard Van Fletcher; *Knoxville*, Alan Solomon; *Memphis*, William L. Byrne; *Nashville*, Walter G. Gobbel, Jr., Alexander C. McLeod, Greer Ricketson; *Sewanee*, Henry T. Kirby-Smith  
 Texas: *Austin*, Francis A. Morris, Jr.; *Dallas*, Reuben H. Adams, W. Crockett Cheers, Jr., A. James Gill, William Shapiro; *Fort Worth*, Henry L. Burks; *Galveston*, R. H. Rigdon; *Houston*, Elizabeth Balas Powell, H. Grant Taylor; *Midland*, Dorothy B. Wyvell; *San Antonio*, Royall M. Calder  
 Utah: *Salt Lake City*, C. Hilmon Castle, Andrew Deiss  
 Vermont: *Burlington*, Edward S. Horton  
 Virginia: *Richmond*, R. Lewis Wright; *Waynesboro*, Thomas L. Gorsuch  
 Washington: *Seattle*, A. Lawrence Banks, Lois Hale Watts  
 West Virginia: *Charleston*, Harold H. Kuhn  
 Wisconsin: *La Crosse*, C. Norman Shealy; *Milwaukee*, Jack L. Teasley



# Financial Information

**Tuition.** The following table represents an estimate of a student's necessary expenses for the normal academic year of the School of Medicine. The total of these figures suggests a basic minimum budget of approximately \$4,400. Allowances for recreation, travel, clothing, and other miscellaneous items must be added to this estimate. These, of course, will vary considerably, depending upon the needs and tastes of the individual.

\* Microscope, sphygmomanometer, ophthalmoscope, otoscope, and other equipment required of each student must conform to rigid standards. (The student requiring financial aid is expected to rent a microscope.)

There are four dates in each academic year when approximately one-quarter of the total tuition becomes payable. These dates apply irrespective of whether a student is in the first year (2 semesters), or on 8-week terms. The dates for the 1973-74 academic year are Friday, August 31, 1973, October 26, 1973, January 11, 1974, and March 8, 1974. An additional billing will be made to those who elect to attend the summer term.

The Office of the Bursar will send bills as a reminder of the exact amount payable to the University. A late fee of \$10.00 will be assessed for any portion of the tuition and other charges that remain unpaid and for which prior arrangements have not been made with the Bursar's Office. If a student who has paid fees should drop out of school, no refund will be made. No credit will be given for any term in which the tuition has not been paid, whether the work has been at Duke or elsewhere. A student is not eligible to attend classes or to make use of University facilities if he is in default of payment of funds owed the University. Nonreceipt of a bill does not exonerate the student from payment or from assessment of late fees. It is not advisable for students to attempt outside work to defray their expenses during the academic year. Wives of medical students desiring employment may secure information from the Medical Center Personnel Office or the Duke University Personnel Office.

**Debts.** No records are released and no student is considered by the faculty as a candidate for graduation until he has settled with the Bursar for all indebtedness.

## Living Accommodations

**Housing Costs.** The fee for each person in a double room for the academic year is \$371 in the Graduate Center. The limited number of single rooms is reserved for returning students.

The rent for the Town House Apartments is \$670 each for the academic year on the basis of three students to an apartment; for Duke modular homes, rent is \$639 each for the academic year. Utility charges are included in these fees. Fees for the new apartment complex have not yet been established; however, they will offer financial advantage over similar units in the Durham area.

Housing fees are subject to change prior to the 1973-74 academic year. A \$50 deposit is required on all reservations.



**License to Occupy Space.** Each student who is assigned to University housing signs a housing contract (referred to as a "license to occupy space") prior to occupying any type of housing unit. This license establishes the conditions under which the living unit may be occupied. In brief, these licenses are similar to a lease. The license guarantees privacy in accordance with approved policy, establishes procedures and dates for occupancy, and sets forth approved policies for refund of fees if students withdraw from the University. Students are normally licensed to occupy residential space for the academic year. When space permits, students applying after the fall semester may be assigned on the basis of one semester or specified (Medical School) term.

Extracts of the applicable licenses to occupy space will be provided by the Department of Housing Management at the time application forms are forwarded to accepted students.

**Residential Deposit and Refund.** A \$50 deposit is required of each applicant before a housing reservation is made. This initial deposit serves as a continuing deposit for successive terms.

The residential deposit will be refunded under the following conditions:

1. Within thirty days after the student has been graduated.
2. Upon withdrawal from the University residence halls by students enrolled on the semester basis, provided written notice is received by the Department of Housing Management by July 15 for cancellation of a reservation for the fall semester, and not later than December 31 for the spring semester.
3. Upon withdrawal from the University residence halls by students enrolled on the basis of the Medical School term provided written notice is received by the Department of Housing Management by July 15 for cancellation of a reservation for the term beginning in September, and not later than ten days prior to the beginning of any subsequent Medical School term within the academic year.

The deposit required for apartments operated by Duke University is refunded under similar circumstances.

No refund will be made until the occupant has checked out of his room or apartment through the Department of Housing Management and has settled his account with the Bursar.

**Dining Facilities.** If a student dines on the Duke University campuses, the cost of food for the academic year will average approximately \$900-\$950. The prices of food are the same in each of the University-operated dining facilities.

## **Motor Vehicle Registration**

Each motor vehicle operated on Duke University campuses by students enrolled in the School of Medicine must be registered at the Traffic Office, 2010 Campus Drive, within five days after operation on the campus begins, and thereafter must display the proper registration decal.

All students must pay an annual fee of \$10.00 for each four-wheeled motor vehicle and \$5.00 for each motorbike or motor scooter registered.

To register a vehicle, the student must present the following documents: (1) valid state registration for vehicle registered, (2) valid state operator's license, and (3) satisfactory evidence of liability insurance. For vehicles registered outside North Carolina, evidence of automobile liability insurance coverage equal to minimum amounts currently required for registration under North Carolina law is required.

Parking, traffic, and safety regulations will be given each student at the time of registration of his vehicle(s). Students are expected to abide by these regulations.

## Financial Aid

The Duke University School of Medicine makes financial assistance available to accepted students who, due to economic circumstances, could not otherwise attend the University. The school recognizes, however, the responsibility of the individual and that of his or her family to provide funds to achieve the objective of a medical education. Thus, the school does not consider that a parent has discharged the full financial obligation for the continuing education of his son or daughter upon the latter's completion of the undergraduate degree.

Financial assistance is available in a combined form of scholarships and loans, and all awards are made on the basis of demonstrated need.

**Financial Assistance to Incoming Freshmen.** When the medical school applicant receives a letter of acceptance into Duke University School of Medicine a financial aid application is included if the student has indicated an interest in assistance on his application for admission. The economic circumstances of the student have no bearing on whether or not the student is accepted into the Medical School.

The student requesting financial aid is expected to work during the summer preceding entrance into medical school saving part of his earnings to be used toward his first-year expenses.

Applications for aid received in the fall will be reviewed in December, and the applicant will be informed of the decision of the Financial Aid Committee in late December. Applications received after December will be processed as reviewed.

**Financial Assistance to Upperclassmen.** Upperclassmen seeking financial assistance for the first time should consult with the Coordinator of Financial Aid. Should a medical student experience unforeseen economic difficulties at any time while in school, he or she may seek assistance through the Coordinator of Financial Aid.

**Fellowships and Scholarships.** The following fellowships and scholarships are available to students.

The Avalon Foundation Scholarships are nonrefundable, granted on the basis of financial need and scholastic attainment.

The Mary Duke Biddle Foundation Scholarships, which may pay full tuition, are awarded to academically distinguished medical students who need financial assistance.

The Germain Bernard Scholarship is granted on the basis of financial need.

The Thomas C. Bost Foundation Scholarships may pay full tuition, and are awarded on the basis of need.

The C. T. Council Scholarship is granted on the basis of financial need.

The Duke Hospital Medical Auxiliary Scholarship provides full tuition and fees for four years contingent upon academic good standing and financial need.

The Duke University Alumni Scholarship provides \$1,000 automatically renewable for four years to a student demonstrating financial need.

The William F. Franck Memorial Scholarship is awarded to a financially needy student.

The Dr. John Haden Lane Memorial Scholarship in the amount of tuition is renewable for four years providing the student remains in good academic standing and demonstrates financial need.

The Medical Faculty Wives Scholarship provides tuition assistance for worthy medical students who are residents of North Carolina.

The State of North Carolina has set up a tuition remission fund (up to \$1,500 per year), which is available to residents of North Carolina (on the basis of need) who are in good academic standing.

A Slane Family Scholarship is contributed annually to assist a needy medical student. A preference is for, but not limited to, a North Carolinian.

The Sigmund Sternberger Scholarships are awarded in the amount of \$1,000 each to five medical students every year. Entering freshmen recipients receive the award for four years. Upperclassmen receive one year awards. Preference is given to North Carolina residents who intend to remain in the state to practice medicine.

The Charles Alva Strickland Memorial Fund Scholarships cover full tuition costs and are renewed each year on the basis of merit and need. The selection of the recipient is made by a committee of the Trust Department of Wachovia Bank and Trust Co.

The Francis and Elizabeth Swett Scholarships are awarded for a period of one year to entering students on the basis of merit and financial need and are renewable if funds permit, need exists, and academic excellence is maintained.

U. S. Public Health Service Health Professions Scholarships with a maximum of \$3,500 are available to United States citizens who cannot pursue the required studies without this aid. Demonstrated financial need is required.

The Dr. Hillory M. Wilder Scholarship Fund covers full tuition for students for the entire four years of undergraduate medical education and is awarded on the basis of merit and need.

The Sue Eggleston Woodward Scholarship Fund assists students who demonstrate need on a limited basis.

Student Research Fellowships are available as part of a program designed to encourage the medical student to participate in research. Summer fellowships carry a stipend of \$200.00 per month. These fellowships enable selected students, following completion of their first year, to participate in research during a summer vacation or other free time. Special fellowships in nutrition, ophthalmology, allergy, and other fields are available. Opportunities also exist for postsophomore students to engage in research for an entire year during which time he is temporarily on leave of absence from the School of Medicine.

**Loans.** University loans are available under the specific restrictions of the loan funds and are awarded on the basis of financial need.

The Robert Wood Johnson Foundation Student Aid Program provides loans under specific restrictions for medical students. Demonstrated need is required.

Federally insured guaranteed loans up to \$2,500 are available to full-time students at Duke University, an approved lender.

U. S. Public Health Service Health Professions loans are available to United States citizens on the basis of demonstrated financial need.

Additional information may be obtained by writing Mrs. Nell Andrews, Coordinator of Financial Aid, Duke University Medical Center, Durham, North Carolina 27710.



# 6

## Courses of Instruction\*

### Anatomy

Professor: J. David Robertson, M.D. (Harvard, 1945), Ph.D. (Massachusetts Instit. of Tech., 1952), *Chairman*.

Professors: John Buettner-Janusch, Ph.D. (Michigan, 1957), John W. Everett, Ph.D. (Yale, 1932), Montrose J. Moses, Ph.D. (Columbia, 1949), Talmage L. Peele, M.D. (Duke, 1934).

Associate Professors: Sheila J. Counce, Ph.D. (Edinburgh, 1954), Kenneth L. Duke, Ph.D. (Duke, 1940), William Longley, Ph.D. (London, 1963), Michael K. Reedy, M.D. (Washington, 1962).

Assistant Professors: Mark Adelman, Ph.D. (Chicago, 1969), Frank H. Bassett, III, M.D. (Louisville, 1957), Jan Bergeron, V.M.D. (Pennsylvania, 1966), Charles A. Blake, Ph.D. (California at Los Angeles, 1972), Matthew Cartmill, Ph.D. (Chicago, 1970), Harold P. Erickson, Ph.D. (Johns Hopkins, 1968), William C. Hall, Ph.D. (Duke, 1967), William Hylander, D.D.S. (Illinois, 1963), Ph.D. (Chicago, 1972), Kurt E. Johnson, Ph.D. (Yale, 1970), Kaye H. Kilburn, M.D. (Utah, 1954), M. Stephen Mahaley, Jr., M.D., Ph.D. (Duke, 1959), Jacqueline A. Reynolds, Ph.D. (Washington, 1963), James L. Shafland, Ph.D. (Chicago, 1968), Lee Tyrey, Ph.D. (Illinois, 1969).

Associates: Arthur C. Chandler, Jr., M.D. (Duke, 1959), Joseph M. Corless, M.D., Ph.D. (Duke, 1972), Isabelle R. Faeder, Ph.D. (Cornell, 1968), John A. Goree, M.D. (Duke, 1955), Jane S. Richardson, M.A. (Harvard, 1966).

Senior Research Associate: Juan A. Vergara, M.D.

Research Associates: Vina M. Buettner-Janusch, B.S., Guido A. Zampighi, D.D.S.

### Required Course

ANA-200, required of all first year students during the first eighteen weeks of Term 1, consists of approximately 100 hours in gross anatomy, 100 hours in microanatomy, and 56 hours in neuroanatomy. The first eight weeks are devoted to gross anatomy of the human body, thirteen weeks to histology, and three weeks to neuroanatomy. All of the instruction is designed to be informal and individualized. The general principles and functional viewpoint of living anatomy are emphasized and, whenever possible, fresh tissues and living cells are used.

In the gross anatomy laboratory, students dissect the entire human body except the brain. Formal classroom lectures relate structures of the human body to their developmental and phylogenetic antecedents and the clinical significance

\* An asterisk placed before the course number indicates that the course is also offered in the Graduate School.

of anatomical facts. Informal lectures are presented to small groups. Filmed lectures and prosections are available to students for laboratory and library study.

In microscopic anatomy students are introduced to light and electron microscopy, X-ray diffraction, and polarization optics as applied to structural organization in various tissues and organs. Biochemical, biophysical, and genetic cytology as well as muscle and membrane structure will be presented in detail.

Neuroanatomy and neurophysiology are taught concurrently to correlate these fields. Patients will be presented by faculty members in clinical neurology and neurosurgery. The major portion of the course is organized by systems, e.g., sensory, visual, auditory, olfactory, and motor including cerebellar, autonomic hypothalamic, and limbic mechanisms. The microscopic structures of nerve cells, fibers, glia cells, and effector-receptor activities of spinal and cranial nerves will be studied. Two lectures in neuroradiology and two in electron microscopic studies of nerve tissue are included in the course.

## Electives

**ANA-206(B). Anatomy of Back and Extremities.** Complete dissection of back and extremities, including pectoral and pelvic girdles. Visual aids will be used extensively. Course planned for orthopaedics, general practice, or neurosurgery. Terms: 3 or summer. Weight: 3. *Bassett*

**\*ANA-208(B). Anatomy of the Trunk.** Emphasis will be on the anatomy of the thoracic, abdominal, and pelvic organs, and their blood supply, innervations and relationships. The dissections will be augmented by use of prosections, motion pictures, and prerecorded TV presentations. Course planned for general practitioners and specialists in surgery and internal medicine. Term: summer. Weight: 2. *Duke*

**ANA-216(B). Anatomy of the Head and Neck.** A study in detail of the general organization of head and neck. Emphasis on individual dissection and clinical implications. Term: summer. Weight: 2. *Shafland and Hylander*

**ANA-224(B). Tutorial in Gross Anatomy.** A detailed review of selected regions of the human body in the context of the "core" gross anatomy sequence. Student will plan, with staff, prosections and special presentations. Students will elect to study one or more selected regions, in consultation with the staff. Terms 1 and/or 2. Weight: 1-5. *Hylander and Staff*

**\*ANA-231(B). Human Evolution I.** Evolutionary biology of the primates. Anatomical, behavioral, and molecular adaptations of fossil and living primate populations including *Homo sapiens*. Terms: 1 and 2. Weight: 3. *Buettner-Janusch and Cartmill*

**\*ANA-232(B). Human Evolution II.** Human population and biochemical genetics. Analysis of the effects of natural selection on past and present human populations. Terms: 3 and 4. Weight: 3. *Buettner-Janusch*

**\*ANA-236(B). Human Genetics.** Particular emphasis upon the uniqueness of studies in human genetics, clinical studies, human biochemical genetics, human population genetics. Terms: 3 and 4. Weight: 3. *Buettner-Janusch*

**\*ANA-244(B). Topics in Cell Structure and Function.** Advanced discussions of selected problems such as chromosome structure, mitosis, motility, and microtubules. Terms: 3 and 4. Weight: 3. *Moses and Nicklas*

**ANA-256(B). Surgical Neuroanatomy.** This course will utilize gross brain and spinal cord specimens, the skull, angiograms, X-rays, pneumoencephalograms, and myelograms to correlate neurosurgical disease and procedures with regional nuclei and tracts of the nervous system. Terms: 1, 2, 3, or 4. Weight: 1. *Mahaley*

**ANA-260(B). Developmental Systemic Anatomy.** A survey of all major systems or concentration on selected ones will be presented, depending on interests of students. Dated rat embryos, supplemented by primate material, will be used to follow the development of organ systems. Term: 4. Weight: 3. *Duke*

**\*ANA-271(B). Comparative Neurology and Psychology.** The general problem of reconstructing the evolution of the brain and behavior on the basis of information derived from living species will be considered. "Nerve net" organizations will be contrasted with the organization of ganglionated nervous systems. Brains of different species, particularly in vertebrates, will be correlated with variations in the behavioral requirements of different habitats and with differences in genetic lineage of descent. (Also listed as Psychology 271.5 in *Graduate School Bulletin*.) Terms: 3 and 4. Weight: 3. *Hall*

**\*ANA-284(B). Tutorial in Developmental Biology.** Reading and discussion arranged to individual's interests in the field. May be taken in addition to ANA-211. Terms: 2 or 3. Weight: 1-4. *Counce*

**\*ANA-286(B). Optical Methods in Biophysical Cytology.** Theory and application of biophysical techniques for investigating cell structure and function: fundamentals of optics; qualitative and quantitative analysis using ordinary, ultraviolet, phase, interference, polarization and fluorescence microscopy, transmission and scanning electron microscopy; optical, electron and X-ray diffraction; autoradiography. Terms: 3 and 4. Weight: 4. *Longley, Robertson, Erickson, Moses, Leedy, and Adelman*

**\*ANA-290(B). Membrane Structure.** Theories of membrane structure and history of their development; physical and chemical structure of membranes; lipid, protein, and lipo-protein models. Electron microscopic, X-ray diffraction, and polarization optical studies of membrane structure considered in detail. Term: 4. Weight: 1. *Robertson*

**\*ANA-291(B). Special Topic in Nerve Ultrastructure.** Each student will choose a special topic (e.g., ultrastructure of synapses or morphological correlates of learning). Each student will pursue his topic in the library during the first half of the semester, with guidance from the instructor, and prepare a detailed paper. The second half of the semester will be devoted to seminar presentations and discussions of the selected topics. Terms: 1 and 2. Weight: 2. *Robertson*

**\*ANA-340(B). Tutorial in Advanced Anatomy.** Selected topics will be chosen for intensive reading and discussion. Topics may be chosen related to basic problems of cytology, growth and development, biophysics, endocrinological control, neuroanatomy, physiological differentiation, and evolutionary origins of functional micro-systems. Terms: every term. Weight: 1-3. *Anatomy Faculty*

**\*ANA-344(B). Advanced Neuroanatomy of Sensory and Motor Mechanisms.** The course will involve consideration of classic and modern concepts of somatic and special sensory systems and of somatic and visceral motor systems. Clinical correlations of basic neuroanatomy will be included. Term: 4. Weight: 3. *Zelev*

**\*ANA-354(B). Research Techniques in Anatomy.** A preceptorial course in various research methods in anatomy. An interested student might engage in research in physical anthropology, electron microscopy, developmental biology, fetal physiology, or stereotactic approaches to neuroendocrinology and neuroanatomy. Approval of the student by the faculty is required. Term: every term. Weight: 4-8. *Anatomy Faculty*

**ANA-390(B). Anatomy of the Fetus.** The chief objective will be to complete a dissection of the human fetus. Emphasis will be placed on comparing fetal and adult anatomical systems and relationships. Term: 4. Weight: 2. *Duke*

**\*ANA-403(B). Endocrinology and Reproduction.** Current concepts of biosynthesis, secretion, and mechanisms of action of hormones. Structural relationships and endocrine regulation at cellular, organ, and higher integrative levels. Structure and function of male and female reproduction systems including hormonal mechanisms in pregnancy and parturition. Also listed as \*PHS-403(B). Terms: 3 and 4. Weight: 3. *Anderson, Everett, and Fellows*

**\*ANA-411(B). Molecular and Cellular Bases of Development and Differentiation.** This course is the lecture and seminar series of the Development and Differentiation Study Program, DDS-201(B), without the laboratory of the course. See DDS-201(B) for the objectives and description. Terms: 1 and 2. Weight: 3-4. *McCarty, Luftig, Counce, Padilla, Harris, Sommer, Moses, Kaufman, Bolognesi, Graf, and Johnson*

**ANA-414(B). The Human Embryo.** The first eight weeks of development will be considered in detail, including fertilization, implantation, formation and function of embryonic membranes and placenta, and establishment of organ systems. Emphasis will be placed on distinctive features of human embryogenesis, and on causes, prompt identification, and treatment of congenital defects. Discussion of newborn evaluation and parent counseling will be included. Term: 4. Weight: 2. *Counce and Pounds*

## Anesthesiology

Professor: Merel H. Harmel, M.D. (Johns Hopkins, 1943), *Chairman*.

Professors: Peter B. Bennett, Ph.D. (Univ. of Southampton, England, 1964), David I. Davis, M.D. (Vanderbilt, 1941), Sara J. Dent, M.D. (Med. Coll. of South Carolina, 1945), Kenneth D. Hall, M.D. (Duke, 1953).

Associate Professors: G. Douglas Blenkarn, M.D. (Univ. of Toronto, 1958), William Murray, M.D. (North Carolina, 1962), Bruno J. Urban, M.D. (Albertus Magnus, Koeln, Germany, 1960), Vartan Vartanian, M.D. (Cluj Univ. Medical School, Rumania, 1951).

Associate Clinical Professor: M. Bourgeois-Gavardin, M.D. (Univ. of Paris, 1954) (Duke, 1955).

Assistant Professors: Robert E. Benway, M.D. (Miami, 1957), Patrick J. Breen, L.R.C.F.S.I. (Royal College of Surgeons, Ireland, 1959), A. F. David Cole, M.D. (Univ. of Toronto, 1962), T. James Gilbert, M.D. (Univ. of Sydney, Australia, 1966), Luther C. Hollandsworth, M.D. (Bowman Gray, 1951), John A. Jarrell, Jr., M.D. (Johns Hopkins, 1949), Ching-mu Lee, M.D. (National Taiwan Univ., Taiwan, 1966), P. R. Ramachandran, M.D. (Univ. of Mysore, India, 1963), Jafar M. Shick, M.D. (Univ. of Teheran, Iran, 1958), Ingeborg E. Talton, M.D. (Giessen Medical School, Germany, 1952).

Assistant Clinical Professor: David C. Daw, M.D. (Univ. of Western Australia, 1962)

Associate: Wei-shi Chian Lee, M.D. (Private Taipei Med. Coll., Taiwan, 1966).

## Electives

**ANE-250(C). Clinical Acute Respiratory Physiology.** Work in Anesthesiology



ology Blood Gas Laboratory learning theory and practice of oxygen electrode, carbon dioxide electrode and pH meter, and ancillary techniques, and in Recovery Room, Respiratory Care Unit, and study of ventilator problems. Every term. Weight: 2. *Hall, Blenkarn, Gilbert, Ramachandran, Lee, Mr. Anderson, and Miss Horne*

**ANE-252(C). Clinical Anesthesiology II.** Introduction to theory and practice of clinical surgical anesthesia, diagnostic and therapeutic nerve blocks, and cardio-pulmonary resuscitation. Students will review physiology and pharmacology of anesthesia and perform general and regional anesthesia and will assist in post-anesthetic respiratory care. Course will be tailored to individual student's interests. Every term. Weight: 2 to 8. *Harmel and Staff*

**ANE-253(C). Anesthesiology Research.** Course teaches techniques utilized in clinical and laboratory research in anesthesiology. In collaboration with the faculty, the student will work on a research project related to the physiology and pharmacology of anesthetic practice. A wide range of facilities is available for the measurement of respiratory and circulatory parameters, both in animals and in man. Every term. Weight: 8. *Harmel and Staff*

## Biochemistry

Professor: Robert L. Hill, Ph.D. (Kansas, 1954), *Chairman*.

Professors: Mary L. C. Bernheim, Ph.D. (Cambridge, England, 1928), Irwin Fridovich, Ph.D. (Duke, 1955), Samson R. Gross, Ph.D. (Columbia, 1953), Walter R. Guild, Ph.D. (Yale, 1951), James B. Duke Professor Philip Handler,\* Ph.D. (Illinois, 1939), Henry Kamin, Ph.D. (Duke, 1948), Norman Kirshner, Ph.D. (Pennsylvania State, 1952), Kenneth S. McCarty, Ph.D. (Columbia, 1957), James B. Duke Professor Charles Tanford, Ph.D. (Princeton, 1947).

Associate Professors: Stanley H. Appel, M.D. (Columbia, 1960), Ronald C. Green, Ph.D. (California Instit. of Tech., 1954), Jerome S. Harris, M.D. (Harvard, 1933), Bernard

\*On leave of absence.



Kaufman, Ph.D. (Indiana, 1961), William S. Lynn, Jr., M.D. (Columbia, 1946), K. V. Rajagopalan, Ph.D. (Univ. of Madras, 1957), Harvey J. Sage, Ph.D. (Yale, 1958), Robert E. Webster, Ph.D. (Duke, 1965).

Assistant Professors: Robert M. Bell, Ph.D. (California, 1970), Robert L. Habig, Ph.D. (Purdue, 1966), Dwight H. Hall, Ph.D. (Purdue, 1967), Philip D. Harriman, Ph.D. (California, 1964), William N. Kelley, M.D. (Emory, 1963), Sung-Hou Kim, Ph.D. (Pittsburgh, 1966), Nicholas M. Kredich, M.D. (Michigan, 1962), Patrick A. McKee, M.D. (Oklahoma, 1962), Jacqueline A. Reynolds, Ph.D. (Washington Univ., 1963), David C. Richardson, Ph.D. (Massachusetts Instit. of Tech., 1967), Lewis M. Siegel, Ph.D. (Johns Hopkins, 1965), J. Bolling Sullivan, Ph.D. (Texas, 1966), Robert W. Wheat, Ph.D. (Washington Univ., 1955).

Associates: John A. Bittikofer, Ph.D. (Purdue, 1971), Joseph Bonaventura, Ph.D. (Texas, 1968), Harvey J. Cohen, M.D., Ph.D. (Duke, 1970), Joe McCord, Ph.D. (Duke, 1970), Yasuhiko Nozaki, Ph.D. (Univ. of Tokyo, 1945), Howard Steinman, Ph.D. (Yale, 1970).

Research Associates: Benjamin L. Allen, Jr., M.D., Judith Andersen, M.D., Anne Ball, h.D., Karl Beam, Ph.D., Sambhunath Bhattacharyya, Ph.D., Michael Czech, Ph.D., Lamar leming, M.D., Henry Forman, Ph.D., Eugene Gregory, Ph.D., Margaret Haberland, Ph.D., arole Hall, Ph.D., James S. V. Hunter, Ph. D., Richard F. Jones, Ph.D., Shio Makino, Ph.D., inbar McEvoy, Ph.D., Hara P. Misra, Ph.D., Donald A. Morrison, Ph.D., Sylvia Muñoz, h.D., Matthew J. Murphy, Ph.D., V. R. Naik, Ph.D., Jon C. Nixon, Ph.D., Michael Passero, f.D., Neal Robinson, Ph.D., Byron Rubin, Ph.D., William L. Stone, Ph.D., Joel Sussman, h.D., Stephen Turner, Ph.D., Ross W. Tye, Ph.D., Frank Welsh, Ph.D., F. J. Yost, Ph.D.

## Required Courses

BCH-200—the “core” course given to all freshmen medical students during period of eighteen weeks in the first term—emphasizes the relationship between structure and function of the major classes of macromolecules in living systems including proteins, carbohydrates, lipids, and nucleic acids. The metabolic interrelationships and control mechanisms are discussed as well as the biochemical basis of human disease. An introduction to the biochemical basis of human disease is presented in a series of biochemical-clinical correlation lectures on such diseases as sickle-cell anemia, the glycogen storage diseases, gout, phenylketonuria, galactosemia, diabetes, and neoplasia.

BCH-204—the required course in genetics for all first year students—is given during fourteen weeks of the first term. The course emphasizes fundamental properties of gene function, recombination, selection, organization, and structure. Human and medical genetics are emphasized to provide basic concepts necessary for understanding the origin and consequences of genetic variability. Approximately one-third of the lectures illustrate basic genetic problems.

Students with previous formal training in genetic principles have the option of presenting a paper instead of taking the regular examinations. However, they are encouraged to attend clinical presentations inasmuch as new data are provided.

## Lectures

**\*BCH-216(B). Molecular Genetics.** An advanced course on genetic mechanisms and their relationship to nucleic acids. (Listed also in *Graduate School Bulletin* as Genetics 216). Terms: 3 and 4. Weight: 3. *Guild and Others of the University Program in Genetics*

**\*BCH-222(B). Protein Crystallography.** Introduction to the techniques of structure determination by single-crystal X-ray crystallography and study of some macromolecules whose three-dimensional structures have been determined at high resolution. Terms: 3 and 4. Weight: 2. *Richardson and Kim*

**BCH-276(B). Comparative and Evolutionary Biochemistry.** Lectures and discussion of the origin of life, evolution of the genetic code, mutation and protein

polymorphism, natural selection and protein structure, and comparison of homologous proteins and nucleic acids. Laboratory work involves the purification and characterization of homologous proteins from fish and invertebrates. Techniques used include salt fractionation, electrophoresis, ion-exchange and molecular exclusion chromatography, fingerprinting, molecular weight determination, amino acid composition, and other related approaches. Term: summer. Weight: 6 per 5 weeks  
*Sullivan*

**\*BCH-282(B). Experimental Genetics.** A series of laboratory exercises and discussions on the molecular mechanisms of mutation, recombination, replication, transcription, and translation of the genetic material. Terms: 3 and 4. Weight: 2. *Harriman and Others of the University Program in Genetics*

**BCH-286(B). Current Topics in Immunochemistry.** This course deals with the structure-function specificity of antibodies. Immunogenicity and tolerance are discussed, with special emphasis on current theories of the diversity and synthesis of antibody molecules. Terms: 3 and 4. Weight: 2. *Sage*

**BCH-288(B). The Carbohydrates and Lipids of Biological Systems.** The subjects will be considered in two general categories. The first is the relationship between structure and function, particularly: (a) cell surface carbohydrate as antigenic determinants and their relationship to viral and carcinogenic transformation, (b) connective tissue mucopoly-saccharides, and (c) structural features of lipids and phase transitions. The second category considered is biosynthesis and catabolism. Terms: 3 and 4. Weight: 2. *Kaufman*

**\*BCH-290(B). Bioenergetics.** Biological mechanisms of transduction of energy (covalent, ionic, photonic, and electric) will be considered, using photosynthetic, oxidative, phosphorylative, and glycolytic systems as examples. Since many of the above processes occur in membranous systems, the role and function of membranes in these processes will also be considered. Terms: 3 and 4. Weight: 2. *Lynn*

**BCH-293(B). Macromolecules.** The structure of biological macromolecules and their relations to biological functions. The emphasis is on proteins and enzymes. Terms: 1 and 2. Weight: 4. *Tanford and Hill*

**\*BCH-294(B). Nucleic Acids and Macromolecular Synthesis.** Physical properties of nucleic acids in terms of covalent structure, helix, base pairing, helix-coil transitions, as well as properties that influence fractionation by techniques of column-fractionation, and velocity and equilibrium centrifugation are considered in relation to biological function. Protein-nucleic acid interactions, as well as damage, repair, and mechanisms of synthesis will be reviewed. Mechanisms of RNA transcription and enzymatic alterations of preformed macromolecular structures will be illustrated by recent examples. Protein synthesis and polypeptide bond formation is considered in terms of initiation, decoding, translocation, ribosomes, termination, and release. Terms: 3 and 4. Weight: 3. *McCarty and Sta*

**\*BCH-295(B). Enzyme Mechanisms.** A consideration of the theoretical and practical aspects of the isolation and assay of enzymes, kinetic description of enzyme catalysis, allostery, investigation of binding and catalytic sites, classification of enzymes, and mechanisms of enzyme action. Terms: 1 and 2. Weight: 4. *Fridovich and Rajagopalan*

**\*BCH-296(B). Biological Oxidations.** A lecture, conference, and seminar course which deals with the mechanism of electron transport and energy conservation.

tion in a variety of oxidative enzymes. These mechanisms will be examined both on purified enzymes and in organized systems such as the mitochondrion, the endoplasmic reticulum, and the chloroplast. Terms: 3 and 4. Weight: 2. *Kamin, Fridovich, Rajagopalan, and Siegel*

**\*BCH-297(B). Intermediary Metabolism.** The synthesis and degradation of carbohydrates, lipids, proteins, and nucleic acids will be discussed in detail with emphasis on energy transformation and metabolic interrelationships. Terms: 1 and 2. Weight: 3. *Kirshner and Siegel*

**BCH-298(B). Regulation of Cellular Metabolism.** Emphasis is placed on the metabolic hormonal and genetic regulation of the overall metabolism of the cell. Terms: 3 and 4. Weight: 2. *Greene and Staff*

**\*BCH-351(B). Genetics Seminar.** Required of all students specializing in genetics. Terms: 1 and 2. Weight: 1. *Gross and Others of the University Program in Genetics*

**\*BCH-352(B). Genetics Seminar.** Required of all students specializing in genetics. Terms: 3 and 4. Weight: 1. *Gross and Others of the University Program in Genetics*

**BCH-355(B). Research in Genetics.** In a limited number of cases, a student will be permitted to participate in the research program of a faculty member. Acceptance is by individual arrangement with the proposed faculty preceptor. Terms: 1 and 2. Weight: 1-8 per term. *Biochemistry Faculty*

**BCH-356(B). Research in Genetics.** In a limited number of cases, a student will be permitted to participate in the research program of a faculty member. Acceptance is by individual arrangement with the proposed faculty preceptor. Terms: 3 and 4 or summer. Weight: 1-8 per term. *Biochemistry Faculty*

**BCH-357(B). Research in Biochemistry.** In a limited number of cases, a student will be permitted to participate in the research program of a faculty member. Acceptance is by individual arrangement with the proposed faculty preceptor. Terms: 1 and 2. Weight: 1-8 per term. *Biochemistry Faculty*

**BCH-358(B). Research in Biochemistry.** In a limited number of cases, a student will be permitted to participate in the research program of a faculty member. Acceptance is by individual arrangement with the proposed faculty preceptor. Terms: 3 and 4 or summer. Weight: 1-8 per term. *Biochemistry Faculty*

**BCH-360(B). Clinical Chemistry Laboratory.** Medical students may participate in the program of Clinical Chemistry Laboratory on a tutorial basis. Students must receive the permission of the instructor. Terms: 1, 2, 3, or 4. Weight: 1. *Habig*

**\*BCH-395(B). Biochemical Pharmacology.** Emphasis on mechanism of action of drugs in the areas of (1) metabolism and toxicology; (2) antibiotics; (3) steroids; (4) antimetabolites and oncolytic agents; (5) embryology and development; (6) hematopoietic system and porphyrins; (7) lipids and carbohydrates; (8) membrane structure and function; (9) ground substance (mesenchyme). Lectures will be selected from the above areas and will correlate the material in terms of clinical significance. (See also \*PHS-395B.) Terms: 1 and 2. Weight: 1. *Lack, Posner, Elford, Kirshner, Kamin, Hitchings, Elion, Welch, Appel, Rosse, and Nichol*

**\*BCH-411(B). Molecular and Cellular Bases of Development and Differentiation.** This course is the lecture and seminar series of the Development and Differentiation Study Program, DDS-201(B), *without* the laboratory of that course. See DDS-201(B) for the objectives and description. Terms: 1 and 2. Weight: 3-4. *McCarty, Luftig, Counce, Padilla, Harris, Sommer, Moses, Kaufman, Bolognesi, Graf, and Johnson*

## Community Health Sciences

Professor: E. Harvey Estes, Jr., M.D. (Emory, 1947), *Chairman*.

Professors: Jay M. Arena, M.D. (Duke, 1932), Leonard J. Goldwater, M.D. (New York Univ., 1928), William R. Harlan, M.D. (Med. Coll. of Virginia, 1955), E. Croft Long, M.B., B.S. (Univ. of London, 1952), Ph.D. (Univ. of London, 1957), Eva J. Salber, M.D. (Cape Town, 1955), Max A. Woodbury, Ph.D. (Michigan, 1948).

Associate Professors: Gert H. Brieger, M.D. (California at Los Angeles, 1957), Ph.D. (Johns Hopkins, 1968), Arthur C. Christakos, M.D. (South Carolina, 1955), William E. Hammond, Ph.D. (Duke, 1967), Siegfried H. Heyden,\* M.D. (Univ. of Berlin, 1951), William O'Fallon, Ph.D. (North Carolina, 1965), Louis R. Pondy, Ph.D. (Carnegie Inst., 1966).

Assistant Professors: Marjorie A. Boeck, Ph.D. (Minnesota, 1970), William P. Cleveland, Ph.D. (Wisconsin, 1972), Daniel T. Gianturco, M.D. (Buffalo, 1960), Lyndon K. Jordan, M.D. (Duke, 1961), J. Matthews, M.P.H. (North Carolina, 1967), James A. McFarland, M.D. (Johns Hopkins, 1956), John B. Nowlin, M.D. (Duke, 1959), Charles C. Oakes, Ph.D. (Emory, 1966), W. D. Poe, M.D. (Bowman Gray, 1943), Jesse E. Roberts, M.D. (Louisiana State, 1961), W. J. Kenneth Rockwell, M.D. (Duke, 1961), Eugene S. Schneller, Ph.D. (New York, 1972), Richard G. Stuelke, M.D. (Iowa, 1957), Thomas T. Thompson, M.D. (Med. Coll. of Virginia, 1964).

Assistant Clinical Professors: J. F. Finklea, M.D. (Med. Coll. of South Carolina, 1958), D.P.H. (Michigan, 1966), Douglas I. Hammer, M.D. (Tufts, 1962), V. Hasselblad, Ph.D. (California, 1967), C. M. Shy, M.D. (Marquette, 1962).

Associates: Shirley Callahan, M.P.H. (North Carolina, 1958), Ron W. Davis, Ed.I (Columbia, 1952), Saleh A. Fetouh, M.D. (Cairo, 1962), Michael Hamilton, M.D. (Rochester, 1964), Albert E. Hathaway, M.D. (Hahnemann Med. Coll., 1945), Debra W. Kredich, M.D. (Michigan, 1962), Patricia Lawrence, M.A. (Columbia, 1960), Dorothy E. Naumann, M.D. (Syracuse, 1940), James O'Rourke, M.D. (Kentucky, 1966), Lois A. Pounds, M.I. (Pittsburgh, 1965), R. A. Rosati, M.D. (Duke, 1967), Gerard Musante, Ph.D. (Tennessee, 1971), Catherine M. Severns, R.N.P. (Yale, 1971), Jay S. Skyler, M.D. (Jefferson Med. Coll., 1969).

Clinical Associates: H. Dean Belk, M.D. (Med. Coll. of South Carolina, 1960), J. Te Best, M.D. (North Carolina, 1968), Henry J. Carry, Jr., M.D. (Duke, 1954), John R. Kindel, M.D. (Virginia, 1955), L. M. Alexander, M.D. (Duke, 1950), R. S. Cline, M.D. (North Carolina, 1957), F. P. Dalton, M.D. (Duke, 1960), P. O. Howard, M.D. (Virginia, 1955), Glenn C. Newman, M.D. (Duke, 1938), J. P. Stratton, M.D. (Harvard, 1961).

Instructor: D. H. Tilley, M.A. (Duke, 1967).

## Required Course

CHS-200—required during the second year—consists of weekly two-hour lecture-discussions presented by faculty and guests to introduce the student to problems of patients obtaining adequate medical care, characteristics of health care systems, and new techniques for improved care. In the second half of the course students are instructed in biostatistics and epidemiology applicable to physicians.

## Electives

**CHS-208(B). Medical Uses of Computers.** The elements of digital computer programming and techniques of data storage and retrieval. Emphasis will be

\* On leave of absence.

on familiarizing the student with possible uses of digital computers in a variety of medical data handling problems. Terms: 3 or 4. Weight: 2. *Rosati*

**CHS-215(B). Biostatistics in the Medical Sciences.** The theory and application of basic statistical concepts as they affect the design and analysis of biomedical research activities. Terms: 2 or 4. Weight: 2. *O'Fallon*

**CHS-225(B). Digital Computers and Their Application in the Health Sciences.** For students desiring an intensive exposure to medical computer applications. This course provides a variety of options in computer medicine. A complete course begins in the summer and goes throughout the school year. It includes Mathematics 51 (Introduction to Digital Computation), which will be taught in an intensive sequence in the second summer term preceding the rest of the course. A weekly seminar and apprenticeship to a clinician utilizing computers form a central focus for the course. Every term. Weight: 10. *Woodbury*

**CHS-227(B). Medicine in America.** The historical development of medical science, the medical profession, and patterns of medical care in the United States. Included will be such topics as sanitary reform, the physicians' standing in society, medical organizations, and poverty and medicine. Terms: 3 or 4. Weight: 1. *Brieger*

**CHS-229(B). The Development of Modern Medicine.** Comprising lectures, discussion, and readings, this course will outline the general history of medicine and will then emphasize the evolution and acceptance of some of the key ideas of modern medicine such as the cell theory, the germ theory, antisepsis, and theories of immunity. The focus will be on the nineteenth and early twentieth centuries. Terms: 1 or 2. Weight: 1. *Brieger*

**CHS-231(B). Medical Care Insurance.** A seminar to cover the history of health insurance in the United States and selected European countries; compulsory versus voluntary insurance; advantages and disadvantages of major specific programs; interests of the consumer, the provider, and the insuring agency; attitudes and role of "organized medicine"; trends in health insurance. Terms: 2, 3, 4, or summer. Weight: 1. *Goldwater*

**CHS-233(B). Medicine and Industry.** Seminar-type discussions covering historical background (developments prior to the industrial revolution); important early figures (Agricola, Paracelsus, Ramazzini); labor legislation and workmen's compensation interests and roles of employees, trade unions, insurance companies, government, universities; occupational health hazards and diseases and industrial hygiene; occupational health services; professional and community relationships; trends and prospects. Terms: 2, 3, 4, or summer. Weight: 1. *Goldwater*

**CHS-235(B). Collection and Analysis of Survey Information.** A body of survey data will be given directed analysis. Essential data collection, preparation, statistical and computer techniques will be learned. A questionnaire prepared for a sex education survey in connection with OBG-241(C) will provide a basic set of data for analysis. Questions for discussion include: assessment of effectiveness of course presentation; response differences as related to sex, age, race of respondent; item analysis of questionnaires. Terms: 2 or 4. Weight: 1 to 2. *Dorsey*

**CHS-237(B). Analysis of Health Care Systems.** A 9 to 18 week program under the auspices of the Department of Community Health Sciences to permit a student to study health care systems and analytic tools appropriate to solving prob-

lems of health care delivery. A weekly 2-hour seminar with the department staff will provide a central focus. Each student will carry out a project. The student will be encouraged to utilize in his project approaches developed in the discipline of management sciences, economics, sociology, computer technology, biostatistics, and epidemiology. Every term. Weight: 1-8 per term. *Estes and Staff*

**CHS-238(B). Tutorial in Community Health Sciences.** An eight week individually arranged experience, in which the student participates in the research program of a faculty member. The subject matter, course weight, and meeting time will be arranged with the faculty member. Every term. Weight: 1 to 8 *Estes and Staff*

**CHS-221(C). Computers in Patient Monitoring and Clinical Research.** For students who have already learned the fundamentals of digital computing an advanced tutorial concerning the use of large computers in the handling of analog and categorical clinical data originating from patients. Each student will be encouraged to pursue an independent research project. Every term. Weight: 2-4 *Rosati and Starmer*

**CHS-239(C). Community Medical Care Experience.** An experience will be arranged for each student under the supervision of competent clinical instructors in their own clinical environments. A portion of the term will be spent in discussion of the salient features which make the particular clinical environment similar to and distinct from other representative types of clinical experience. Possibilities might include clinical activities in a small hospital environment such as the Sea Level Hospital, or an outpatient experience in a neighboring community. Every term. Weight: 9. *Estes and Staff*

**CHS-241(C). Urban and Rural Health Care Delivery Models.** A seminar to discuss an ongoing study of community health care in the Bragtown and Rouge mont communities. Topics under discussion will include the bounds, structure and characteristics of the populations under study; health care needs and desires; availability and needs for preventive services; health educational needs; problems of acute medical care delivery and chronic and home care; available community resources. (Term 2 will be a tutorial project on one of the above subject areas. Terms: 1 and 2; 3 and 4. Weight: 1 to 3. *Schneller, Salber, and Staff*

**CHS-243(C). Ambulatory Clinics.** A two-hour seminar to discuss the following topics: group practice, prepayment versus fee for service plans, screening clinics, use of ancillary health manpower, automated medical records, accounting procedures, ambulatory health centers. Terms: 3 or 4. Weight: 1. *McFarland and Staff*

**CHS-247(C). Philosophical Problems for Physicians.** This seminar meant to bring the resources of literature, poetry, philosophy, theology, and sociology to bear upon specific ethical and philosophic problems with which the practicing physician deals. Each student will be asked to lead at least one seminar and at least one half of the specific subjects will be chosen by the students. When appropriate and desirable, selected outside visitors will be invited to contribute to the discussion. The following subjects will be among those offered for consideration: (1) death and dying from the patient's and physician's points of view (2) concepts of life and death as reflected in Western Civilization, including Judeo-Christian, naturalistic, existential, and theatre-of-the-absurd views; (3) the problem of pain and the confrontation with horror—relationship between comed

nd tragedy; (4) positive and negative euthanasia—societal and legal barriers to change; (5) abortion, eugenics, and transplantation—ethical implications; (6) informed consent, the golden rule and history of auto-experimentation; (7) the ethics of the double-blind controlled therapeutic trial; (8) the idea of a profession; (9) the concept of the quality of indifference as a characteristic of the health care worker; (10) anxiety and the plight of the individual in a technocratic society. Suggested reading lists for each subject will be provided. Terms: 3 or summer term. Weight: 2. *Boeck*

**CHS-249(C). Issues in Law and Medicine.** A seminar involving a discussion of both practical law for the physician and the social issues which affect law and medicine will be offered by the Department of Community Health Sciences. The emphasis of the course of study will be directed toward familiarizing the student with those issues which will most likely directly affect him as a practicing physician, including the philosophy of law, the adversary system, the physician in court, the law of malpractice, human experimentation, abortion and sterilization, forensic pathology, and forensic psychiatry. In addition, some attention will be given to the legal aspects of those social issues which are the subject of a broader discussion in other courses in the department, such as licensure of physicians and ancillary health personnel, hospital regulation, forms of health care delivery, and environmental medicine. Terms: 2 or 4. Weight: 2. *Durham*

**CHS-253(C). Rehabilitation Medicine.** Utilization of rehabilitation techniques as applied to chronic patient care. Work with paramedical personnel in the overall therapy and discharge planning of severely disabled patients and become familiar with public and private resources. Courses is flexible and can be tailored for specific need and requirement of student. Terms: 1, 2, 3, or 4. Weight: 1 to 6. *Roberts and Poe*

**CHS-255(C). University Health Services Clinic.** A clinical experience aimed at providing the student with experience in diagnosis and treatment of those common illnesses comprising 80-90 percent of problems seen in a primary care practice setting. The student will work under the direction and close supervision of faculty members in the UHS clinic, and will have an opportunity to work with other clinic team members, such as physician's assistants and nurse practitioners. Every term. Weight: 8. *Suelke, McFarland, Hathaway, Naumann, and Nowlin*

## Medicine

Professor: James B. Wyngaarden, M.D. (Michigan, 1948), *Chairman*.

### CARDIOLOGY DIVISION

Professor: Andrew G. Wallace, M.D. (Duke, 1959), *Chief*.

Professors: E. Harvey Estes, M.D. (Emory, 1947), Joseph C. Greenfield, M.D. (Emory, 1956), William R. Harlan, M.D. (Virginia, 1951), Edward S. Orgain, M.D. (Virginia, 1930), Eugene A. Stead, Jr., M.D. (Emory, 1932).

Associate Professors: Walter L. Floyd, M.D. (Johns Hopkins, 1954), Patrick A. McKee, M.D. (Oklahoma, 1962), James J. Morris, M.D. (State Univ. of New York, 1959), Robert Whalen, M.D. (Cornell, 1956).

Visiting Associate Professor: Stanley T. Anderson, M.D. (Sydney, 1960).

Assistant Professors: Robert J. Bache, M.D. (Harvard, 1964), Victor S. Behar, M.D. (Duke, 1961), William L. Black, M.D. (North Carolina, 1960), David L. Brewer, M.D. (Oklahoma, 1966), Fred R. Cobb, M.D. (Mississippi, 1964), Yi-Hong Kong, M.D. (Natl. Defense Med. Center, Taiwan, 1958), James A. McFarland, M.D. (Johns Hopkins, 1956), Barbara C. Newborg, M.D. (Johns Hopkins, 1949), Ruth L. Peschel, M.D. (Univ. of Berlin,

1931), Robert H. Peter, M.D. (Duke, 1961), Robert A. Rosati, M.D. (Duke, 1967), C. Fran Starmer, Ph.D. (North Carolina, 1968), Harold C. Strauss, M.D. (McGill Univ., 1964), Galen S. Wagner, M.D. (Duke, 1965), Abe Walston, M.D. (Duke, 1963), Redford Williams, M.D. (Yale, 1967).

Associates: Alan G. Bartel, M.D. (Florida, 1966), David B. Gilbert, M.D. (Colorado, 1965), Philip McHale, Ph.D. (Duke, 1972), Gene E. Myers, M.D. (Pennsylvania, 1969), Robert A. Waugh, M.D. (Pennsylvania, 1966).

## DERMATOLOGY DIVISION

Professor: J. Lamar Callaway, M.D. (Duke, 1932), *Chief*.

Associate Professor: John P. Tindall, M.D. (Duke, 1959).

## ENDOCRINOLOGY DIVISION

Professor: Harold E. Lebovitz, M.D. (Pittsburgh, 1956), *Chief*.

Professors: William S. Lynn, M.D. (Columbia, 1946), Harry T. McPherson, M.D. (Duke, 1948), William N. Nicholson, M.D. (Johns Hopkins, 1931).

Associate Professor: Jerome M. Feldman, M.D. (Northwestern, 1961).

Assistant Professors: George J. Ellis, M.D. (Harvard, 1963), Robert E. Fellows, Jr. M.D. (McGill, 1959), Ph.D. (Duke, 1969), Charles Johnson, M.D. (Howard, 1963), Francis A. Neelon, M.D. (Harvard, 1962).

Associate: Jay S. Skyler, M.D. (Jefferson Med. Coll., 1969).

## ENVIRONMENTAL MEDICINE DIVISION

Professor: Kaye H. Kilburn, M.D. (Utah, 1954), *Chief*.

Associate Professor: Daniel B. Menzel, Ph.D. (California, 1962).

Associate: John D. Hamilton, M.D. (Colorado, 1964).

## GASTROENTEROLOGY DIVISION

Professor: Malcolm P. Tyor, M.D. (Duke, 1946), *Chief*.

Associate Professor: David L. Young, M.D. (Texas, 1956).

Assistant Professors: John T. Garbutt, M.D. (Temple, 1962), Jacqueline C. Hijman M.D. (Univ. of Leiden, 1951), Paul G. Kilenberg, M.D. (Pennsylvania, 1963), Charles M. Mansbach, II, M.D. (New York Univ., 1963), Michael E. McLeod, M.D. (Duke, 1960), Steven H. Quarfordt, M.D. (New York Univ., 1960).



## HEMATOLOGY DIVISION

Professor: R. Wayne Rundles, Ph.D. (Cornell, 1937), M.D. (Duke, 1940), *Chief*.

Professors: John Laszlo, M.D. (Harvard, 1955), Wendell F. Rosse, M.D. (Chicago, 1958), Stuart M. Sessoms, M.D. (Med. Coll. of Virginia, 1946).

Associate Professor: Harold R. Silberman, M.D. (Washington Univ., 1956).

Assistant Professors: Ronald Yan-li Chuang, Ph.D. (California, 1970), Harvey J. Cohen, M.D. (State Univ. of New York, 1965), Bruce W. Dixon, M.D. (Pittsburgh, 1965), Howard J. Elford, Ph.D. (Cornell, 1962), Andrew T. Huang, M.D. (Taiwan, 1965), William B. Gremer, M.D. (State Univ. of New York, 1962), Donald S. Miller, M.D. (Harvard, 1962).

Associates: Walter E. Davis, M.D. (Duke, 1966), Richard H. Dixon, M.D. (Duke, 1969), Wade K. Smith, M.D. (Johns Hopkins, 1963).

## INFECTIOUS DISEASE DIVISION

Associate Professors: Thomas R. Cate, M.D. (Vanderbilt, 1959), Suydam Osterhout, M.D. (Duke, 1949), Ph.D. (Rockefeller Instit., 1959).

## NEPHROLOGY DIVISION

Professor: Roscoe R. Robinson, M.D. (Oklahoma, 1954), *Chief*.

Professor: James R. Clapp, M.D. (North Carolina, 1957).

Associate Professors: J. Caulie Gunnells, M.D. (South Carolina Med. Coll., 1956), Craig Tisher, M.D. (Washington Univ., 1961).

Assistant Professors: Robert A. Gutman, M.D. (Florida, 1962), Richard M. Portwood, M.D. (Texas, 1954), William E. Yarger, M.D. (Baylor, 1963).

## NEUROLOGY DIVISION

Professor: Stanley H. Appel, M.D. (Columbia, 1960), *Chief*.

Professors: Albert Heyman, M.D. (Maryland, 1940), John B. Pfeiffer, Jr., M.D. (Cornell, 1942).

Associate Professors: Irwin A. Brody, M.D. (Pennsylvania, 1956), Marcel Kinsbourne, M.D., Ch.B. (Guy's Hospital, London, 1963), Ph.D. (Oxford), Talmage L. Peele, M.D. (Duke, 1934).

Assistant Professors: James N. Davis, M.D. (Cornell, 1965), Antonio V. Escueta, M.D. (Univ. of Santo Tomas, Republic of the Philippines, 1963), John F. Griffith, M.D. (Univ. of Saskatchewan, 1958), Ng Khye Weng, M.D. (Univ. of Malaysia, 1956), Saul M. Schanberg, M.D. (Yale, 1964), Ph.D. (Yale, 1961), Ara Tourian, M.D. (Iowa, 1958).

Associates: J. Gordon Burch, M.D. (Univ. of Alberta, 1967), William S. Elias, M.D. (Vanderbilt, 1965), Allen D. Roses, M.D. (Pennsylvania, 1967).

## PULMONARY-ALLERGY DIVISION

Professor: Herbert O. Sieker, M.D. (Washington Univ., 1948), *Chief*.

Professors: Kaye H. Kilburn, M.D. (Utah, 1954), Johannes A. Kylstra, M.D. (Univ. of Leiden, 1952), Ph.D. (Univ. of Leiden, 1958), Herbert A. Saltzman, M.D. (Jefferson, 1952).

Associate Professors: Charles E. Buckley, M.D. (Duke, 1954), Thomas R. Cate, M.D. (Vanderbilt, 1959).

Assistant Professors: Samuel M. McMahon, M.D. (Ohio State, 1962), Hiroshi Nagaya, M.D. (Univ. of Tokyo, 1956).

Associates: Byron K. Cole, M.D. (Cincinnati, 1960), Gerald M. Halprin, M.D. (Wayne State, 1962).

## RHEUMATIC AND GENETIC DISEASE DIVISION

Associate Professor: William N. Kelley, M.D. (Emory, 1963), *Chief*.

Professors: Grace P. Kerby, M.D. (Duke, 1946), James B. Wyngaarden, M.D. (Michigan, 1948).

Assistant Professors: Nicholas Kredich, M.D. (Michigan, 1962), Byron D. McLees, M.D. (Duke, 1967), Peter F. Pepe, M.D. (Temple, 1966), Jesse E. Roberts, M.D. (Louisiana

State, 1961), Ralph Snyderman, M.D. (State Univ. of New York, Downstate Med. Center, 1965).

Associate: Joseph McCord, Ph.D. (Duke, 1970).

## ADJUNCT FACULTY

Professors of Experimental Medicine: Gertrude B. Elion, D.Sc. (George Washington, 1969), George H. Hitchings, Ph.D. (Harvard, 1933), Robert A. Maxwell, Ph.D. (Princeton, 1954), Charles A. Nichol, Ph.D. (Wisconsin, 1949).

## CLINICAL FACULTY

Clinical Professor: John R. Haserick, M.D. (Minnesota, 1941).

Clinical Assistant Professors: A. Derwin Cooper, M.D. (George Washington, 1932), Durham, N. C.; John C. Lumsden, B.S. (North Carolina State Univ., 1947), Raleigh, N. C.; Thomas R. Harris, M.D. (Tennessee, 1955), Shelby, N. C.; Charles W. Styron, M.D. (Duke, 1938), Raleigh, N. C.

Clinical Associates: Sherwood W. Barefoot, M.D. (Duke, 1938), Greensboro, N. C.; Woodrow W. Batten, M.D. (Bowman Gray, 1944), Smithfield, N. C.; John R. Bumgarner, M.D. (Med. Coll. of Virginia, 1939), Raleigh, N. C.; George W. Crane, M.D. (Northwestern, 1946), Durham, N. C.; Walter C. Fitzgerald, M.D. (Virginia, 1943), Danville, Va.; Peter P. Gebel, M.D. (Harvard, 1958), Durham, N. C.; Robert S. Gilgor, M.D. (Pennsylvania, 1962), Chapel Hill, N. C.; Harvey E. Grode, M.D. (Duke, 1960), Durham, N. C.; John H. Hall, M.D. (Duke, 1964), Greensboro, N. C.; George E. Koury, M.D. (Tulane, 1944), Burlington, N. C.; Thomas D. Long, M.D. (Bowman Gray, 1952), Roxboro, N. C.; Emmett S. Lupton, M.D. (New York Univ., 1938), Greensboro, N. C.; John A. Lusk, M.D. (Alabama, 1951), Greensboro, N. C.; D. E. Miller, M.D. (Duke, 1956), Durham, N. C.; W. S. Miller, M.D. (North Carolina, 1961), Raleigh, N. C.; John A. Moore, M.D. (Med. Coll. of Virginia, 1948), Greensboro, N. C.; Henry T. Perkins, M.D. (Duke, 1957), Raleigh, N. C.; Wade G. Rhoades, M.D. (Bowman Gray, 1960), Goldsboro, N. C.; Jack G. Robbins, M.D. (Duke, 1948), Durham, N. C.; Richard J. Rosen, M.D. (George Washington, 1955), Greensboro, N. C.; William V. Singletary, M.D. (Duke, 1943), Durham, N. C.; Allen Smith, M.D. (Georgia, 1937), Durham, N. C.; David G. Welton, M.D. (Wisconsin, 1937), Charlotte, N. C.

## Required Courses

The Department of Medicine traditionally has the responsibility of preparing the student for a lifetime of learning as he gives care to patients who ask him help. The first step is to begin to think and act like a doctor.

MED-201—Introduction to Clinical Medicine—a course in the first year prepares the student to take an active role in patient care. The course is designed to introduce students to the methods involved in obtaining information about patients and their problems by means of accurate and complete history taking and performance of physical and laboratory examinations. Early in the course, students are taught the methods used in patient interviewing, the essentials of examination of various organ systems, and the techniques and meaning of the hematologic and other laboratory examinations by means of introductory lectures and experience with patients on the ward and in the laboratory. Information obtained in other first year courses is correlated with clinical manifestations of health and disease. In the latter part of the course, the abnormalities found in the physical examination of certain organ systems are correlated with the abnormalities of laboratory values found. Patient conferences are used to demonstrate the value of obtaining all information about the patient to solve his problems. The student is expected to learn to do this for patients with whom he has contact during the ward sessions.

MED-205—the basic course in medicine for all students—is a seven-week clinical clerkship in the second year. The student's desire to give good care is the motive which drives him to excellence. The student learns to identify problem

the patient and marshal the information obtained by past training. He recognizes and attempts to focus the data learned from the basic sciences to specific clinical problems. Using patients as a means of integration, students should continue reading in anatomy, physiology, microbiology, pharmacology, and biochemistry. Problems encountered are discussed with fellow students, interns, residents, and senior staff to gain familiarity with ideas and concepts by actively manipulating them.

The goal of the Department of Medicine is for students to have as many learning experiences as possible by active participation. We hope that they will enjoy these learning experiences so much that they will continue them as long as they see patients. The goal is not to cover the entire field of medicine. Students will engage in extensive postdoctoral clinical or research training. The aims are to assist students in acquiring clinical skills and learning habits that will enable them to identify and solve new problems as they are encountered.

In caring for patients with ill-defined genetic and acquired differences with numerous unknown variables, many erroneous conclusions may be made. Students must learn to examine carefully oral and written statements, and inquire of all authorities the source of data which underlie their conclusions. One way for students to learn the difficulties in drawing accurate conclusions about biological systems is to give them opportunities to establish facts on the basis of their own research. This is a very effective method of teaching. The intellectual discipline involved better prepares the future clinician for the role of a lifetime of learning and enables academically oriented students to assess their own potentialities for investigative careers.

The second year course in medicine is aimed at providing students with the basic tools used in the practice of medicine. This is the time when they should consolidate the material learned during the first year and apply it to the study of their own patients. During a brief seven-week course it is not possible to cover systematically the entire body of knowledge of internal medicine. Therefore, students are provided a series of representative learning experiences based on the case study method. The goals are to teach methods of approach to patients, and provide a firm foundation for the solution of new medical problems as they are encountered in the months and years ahead. Specific expectations of sophomore students are: (1) To obtain and carefully record meaningful histories and perform physical examinations on two or three patients each week. On the night of admission the student will review and compare his findings with the responsible intern or resident. Differences of opinions should be discussed and when possible, return to the bedside. The following day, students will present their data to the attending physician. The presentation should be well organized (with the help of the resident), and the present illness should include a carefully reasoned documentation of the events in chronological order which led to the patient's hospitalization. It should contain pertinent facts leading to the most likely diagnosis and also the pertinent negative facts which weigh against a possible alternative diagnosis. (2) To examine their patients repeatedly and reflect on the diagnostic and therapeutic management. It is the students' responsibility to understand the objectives and to review the results and the interpretation of all diagnostic tests applied to their patients. They will actually perform as many of the necessary tests as possible and record their interpretations in frequent progress notes. (3) To read widely on topics related to their patients, particularly in applicable basic sciences, to understand disease mechanisms. They should begin with the descriptions in standard textbooks of medicine which serve as useful introductions to the subject. Special aspects of a patient's problem should be pursued in basic science or other textbooks, in

monographs, or in relevant journals. (4) To know in depth those diseases present in their own patients, including different diagnostic features which distinguish those conditions from related diseases. At this stage of training they are not expected to have equivalent depth of knowledge of diseases that they have not as yet encountered, but are responsible for knowing the major points about patients presented in rounds or at the various noon conferences. Principles of therapy should be understood and details of drug regimen are better left for subsequent experiences. Students are encouraged to participate actively in all teaching exercises on the ward, whether or not their own patients are being discussed.

## Electives

**MED-202(C). Introduction to Clinical Neurology.** Overall view of clinical neurology for the non-specialist. Emphasis on clinical techniques in neurologic examination, approach to neurologic diagnosis and anatomic, pathologic, and physiologic basis for localization of neurologic lesions. EEG and neuro-roentgenogram interpretation. Common neurologic disturbances at bedside conference. Every term. Weight: 2. *Appel and Neurology Staff*

**MED-204(C). Neurology Tutorial.** A view of neurology with a clinical and basic science emphasis, depending on student interest. Course especially for students planning careers in psychiatry, neurosurgery, internal medicine, orthopaedics, or neurology. Supervised examination of neurologic patients, discussion seminars, and a guided program of reading. Every term. Weight: 4. *Brody*

**MED-206(C). Clinical Clerkship in Neurology.** A clerkship in clinical neurology emphasizing diagnosis and therapy of neurologic diseases. The students will participate in inpatient and outpatient workups, teaching conferences, and diagnostic studies. Every term. Weight: 2 to 8. *Appel and Neurology Staff*

**MED-207(C). Advanced General Medicine.** The student is assigned to inpatient, or outpatient medical services, or emergency ward, and is responsible for patients assigned to him. He will learn about disease and its management through the staff and consultants directly concerned with the patients. Every term. Weight: 8. *Wyngaarden and Staff*

**MED-208(C). Cognitive Neurology.** The syndromes arising from focal cerebral damage studied at bedside and by experimental psychological methods. Emphasis on detailed analysis of disturbed cerebral function (aphasia, agnosia, etc.). Comparable methods used to study children with reading and writing difficulties. Instruction will be given in experimental psychological techniques. Students offered the opportunity to participate in ongoing research projects. Terms: 1, 2, 3, or 4. Weight: 4 to 8. *Kinsbourne*

**MED-209(C). Allergy and Respiratory Diseases.** Course provides both introduction and in-depth training in the clinical and laboratory aspects of allergic and respiratory illnesses. Patients are assigned to the student from both the inpatient and outpatient services. Seminars and conferences are held throughout the week for instruction in allergy, clinical immunology, basic immunology, pulmonary function evaluation, and pulmonary physiology. Every term. Weight: 8. *Sieker, Buckley, Cate, Cooper, Kilburn, Kylstra, McMahon, Nagaya, Pratt, and Saltzman*

**MED-215(C). Clinical Dermatology.** Students will be assigned to public and private outpatient clinics and will be assigned public and private patients in

the hospital in an effort to understand the pathologic physiology of dermatologic disorders and their management and treatment. Special arrangements needed for 4 or 5 credits. (See MED-216C for lecture course.) Every term (summer terms by special arrangement only). Weight: 4, 5, or 8. *Callaway and Tindall*

**MED-216(C). Clinical Dermatology.** Students will be given a series of two lectures weekly using 35 mm. Kodachrome slides to illustrate both clinical conditions and microscopic sections of the pathologic changes in an effort to understand the pathologic physiology of dermatologic disorders and their management and treatment. Patient demonstrations will be made half-day to greatly enhance clinical experience. Lecture and demonstration course only. (See MED-215C for course offering 4, 5, or 8 credits.) Term: 3. Weight: 2. *Tindall*

**MED-217(C). Gastroenterology.** The role of the gastrointestinal tract and liver in health and disease is emphasized through use of liver and small bowel biopsy with morphological, biochemical, and physiological studies in the daily diagnosis and care of patients hospitalized on the gastroenterology inpatient service and general wards of Duke and V. A. Hospitals. Every term. Weight: 4 or 8. *Fyfe, Garbutt, Hijmans, Mansbach, McLeod, Quarfordt, and Kilenberg*

**MED-221(C). Metabolism and Endocrinology.** A general course in the clinical and laboratory diagnosis of metabolic and endocrinologic disorders. The student participates in the work-up and management of both inpatient and outpatient problems. Every term. Weight: 8. *Lebovitz, McPherson, Nicholson, Ellis, Feldman, Neelon, Johnson, and Delcher*

**MED-227(C). Rheumatic and Genetic Diseases.** The student acquires experience in the recognition and care of patients with generalized connective tissue diseases and metabolic arthropathies. He works-up and follows patients on wards and in the clinic. Daily rounds with the staff extend his experience. He learns specialized laboratory and clinical techniques. Full time eight weeks recommended. May be taken for 4 units credit—student spends full time on unit for 4 weeks; 4 weeks on another course by agreement with that instructor. Every term. Weight: 4 or 8. *Kelley, Kerby, Roberts, Wyngaarden, Kredich, Snyderman, McLees, and Epe*

**MED-229(C). Nephrology.** Fundamental and clinical aspects of nephrology, renal physiology, hypertension, renin-angiotensin metabolism, and disorders of salt and water metabolism. Full clinical participation on inpatient and outpatient services and the dialysis-transplantation service is offered. Attendance at several scheduled rounds, conferences, and seminars is required. Every term. Weight: 4 or 8. *Robinson, Clapp, Dennis, Gallis, Gunnells, Gutman, Portwood, Tisher, and Yarger*

**MED-231(C). Clinical Hematology and Oncology.** Unique opportunity to participate actively in care and study of patients with wide variety of hematologic diseases, anemias, bleeding disorders, leukemias, lymphomas, and secondary gout. c. Systematic, quantitative clinical evaluation, and basic techniques of blood and marrow examination, serum and urine protein studies. Every term. Weight: 8. *Undles, Silberman, Rosse, Miller, Kremer, Huang, Logue, and Laszlo*

**MED-233(C). Clinical Immunohematology.** This course is designed to provide clinical and diagnostic laboratory experience in the evaluation and treatment of patients with hematologic disorders characterized by abnormalities of the immune system. The course is integrated in part with Clinical Hematology and

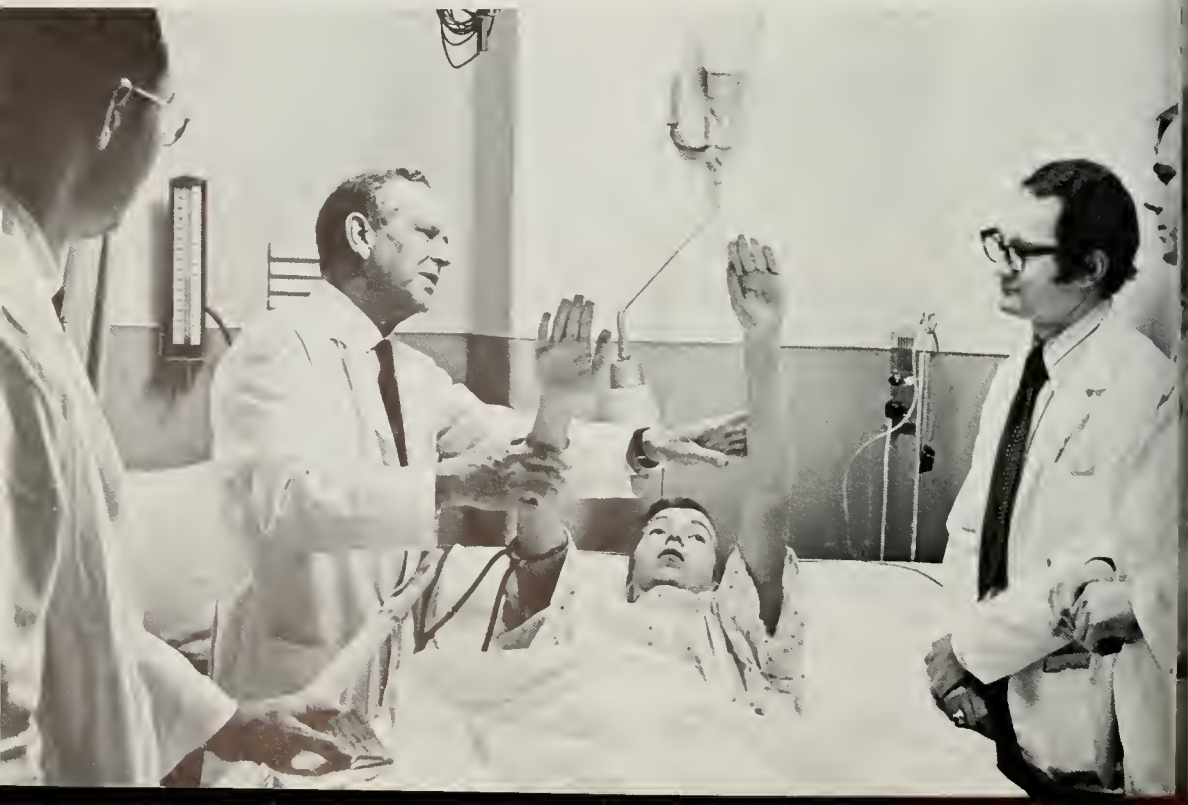
Oncology (MED-231). A special opportunity to study blood banking problems, coagulation problems, and clinical problems in immune lysis will be provided Every term. Weight: 6 to 8. *Rosse, Logue, Silberman, and Rundles*

**MED-234(C). Metabolic-Genetic Disease Seminar.** This course will explore in detail clinical, metabolic, and genetic information on inborn errors of metabolism. It will include patient presentations, staff lectures, student seminars and textbook and literature reading. The group will be small enough to permit maximal personal interaction. Term: 3. Weight: 5. *Wyngaarden, Sidbury, Appel Kelley, Kredich, McLees, Neelon, Rosse, Snyderman, Tourian, and Staff*

**MED-236(C). Research Topics in Endocrinology and Metabolism.** Research training and experience in the field of endocrinology and metabolism. This is arranged individually between the student and a specific member of the endocrine staff. Every term. Weight: 8. *Lebovitz, Feldman, Neelon, and Staff*

**MED-237(C). Metabolic Response to Disease.** This seminar series deal with the integrative aspects of the endocrine-metabolic response to disease states. Representative topics include the events involved in adapting to feeding, fasting, injury, surgery, infection, and certain medical disorders (i.e., diabetes and hypoglycemia). Term: 4. Weight: 1. *Lebovitz, Feldman, McPherson, Ellis, Neelon and Staff*

**MED-242(C). Clinical Cardiology (Duke Hospital).** Broad experience in the clinical aspects of cardiovascular disease is provided by participation in patient care, consultation service, and diagnostic facilities of the Cardiovascular Division. Specific experience is available in electrocardiography, phonocardiography, and exercise stress testing. Patient responsibility is acquired either through responsibility for patients on the inpatient service or through consultations. These clinical activities are complemented by a daily teaching conference covering electrocardiography, patient presentations, and cardiovascular radiology and pathology. Every term. Weight: 8. *Wallace, Orgain, Floyd, Whalen, Morris, Greenfield, Chen, and Peter*



**MED-244(C). Clinical Cardiology (V. A. Hospital).** Fundamentals of electrocardiography, vectorcardiography, and indirect diagnostic techniques in cardiology. Clinical cardiology is emphasized during daily cardiology rounds with the senior staff. Two one-hour periods each week are spent with Dr. Harvey Estes, concentrating on physical diagnosis in the cardiac patient: one hour each week is spent with Dr. John T. Boineau also concentrating on the physical diagnosis. Two weeks with direct patient responsibility are spent on the coronary care unit. Students are asked to follow their patients through cardiac catheterization, pulmonary angiography, and DC cardioversion, when appropriate. EKG reading with supervision is done daily. Every term. Weight: 8. *Walston, Greenfield, McKee, Kendall, Estes, and Boineau*

**MED-246(C). Clinical Cardiovascular Physiology.** Physiologic measures and anatomic details at cardiac catheterization used to teach principles of physical diagnosis, clinical management and interpretation of pathophysiology in congenital, rheumatic, and coronary artery disease. Patients assigned with responsibilities for initial evaluation, physical examination, thorough and detailed laboratory study and interpretation. Every term. Weight: 8. *Morris, Kong, Peter, Behar, Walston, and Chen*

**MED-250(C). Allergy and Clinical Immunology.** Preceptorship in the laboratory evaluation of patients with immuno-physiologic alterations. A review of basic immunology relevant to patient care is reinforced by application to clinical problems available on ambulatory and ward services. A clinical exploration of disease-related immunologic problems and understanding of relevant literature is the basis of an assigned term paper. Every term. Weight: 8. *Buckley and Nagaya*

**MED-252(C). Physiology of Nephrology.** This course is composed of lectures designed to provide insight into the pathophysiology of clinical fluid and electrolyte problems. An attempt is made to integrate established physiologic principles into an analysis of common clinical problems. It is the intent of this course to equip the student with sufficient general information to permit him to adapt fluid and electrolyte therapy to the great variety of specific patient-related problems which he will encounter as a house officer. Term: 2 or 3. Weight: 1. *Clapp and Gutman*

**MED-254(C). Enterohepatic Circulation and Lipoprotein Metabolism.** There will be detailed explorations of biological and related clinical aspects of hepatic and intestinal functions. The course will be structured chiefly through lectures and relevant patient presentations. Term: 3. Weight: 2. *Tyor, Lack, Young, Quarfordt, McLeod, Mansbach, Garbutt, and Kilenberg*

**MED-256(C). Ambulatory Patient Care.** The student is assigned to the outpatient department and the emergency room and will see patients assigned to him and to a colleague house officer. He may design an individualized outpatient/emergency room schedule which will permit him to have a specific balance of patients with acute and chronic illness. Every term. Weight: 1 to 8. *Dixon, Brewer, and Staff*

**MED-258(C). Introduction to Bronchopulmonary Disorders and Tuberculosis.** The course is designed to provide a broad experience in the clinical and laboratory diagnosis of bronchopulmonary diseases and tuberculosis. Emphasis will be placed on learning through active participation in patient care and through correlations of physiologic, radiologic, and pathologic data with disease processes.

Every term. Weight: 8. *Cooper, Harle, Kilburn, Kylstra, Pratt, Saltzman, and Sieker*

**MED-260(C). Clinical Infectious Disease.** This course will provide experience in the clinical and laboratory diagnosis of infectious diseases and their therapy. Emphasis will be placed on learning through active participation in infectious disease consultations and library research. Every term. Weight: 4 or 8. *Cate, Hamilton, Suydam Osterhout, Wilfert, and Zwadyk*

**MED-262(C). Diabetes Mellitus: A Camping Experience.** Carolinas' Camp for Diabetic Children provides a camping experience for 110 juvenile diabetics annually. Medical support is provided by medical and nursing students and dietetic interns under University staff supervision. Each student is directly responsible for the management of one cabin of campers. He participates in infirmary duty, prepares one of the daily staff seminars, and joins in the general camp activities. Room and board provided. Also offered in Nursing School. Term: middle two weeks of August. Weight: 2. *Ellis and Skyler*

## Microbiology and Immunology

James B. Duke Professor: Wolfgang K. Joklik, D.Phil. (Oxford, 1952), *Chairman*.

James B. Duke Professors: D. Bernard Amos, M.D. (Guy's Hospital, London, 1963), Joseph W. Beard, M.D. (Vanderbilt, 1929), Norman F. Conant, Ph.D. (Harvard, 1933).

Professors: Richard O. Burns, Ph.D. (Illinois, 1962), Eugene D. Day, Ph.D. (Delaware 1952), John E. Larsh, Jr., Sc.D. (Johns Hopkins, 1943), Richard S. Metzgar, Ph.D. (Buffalo 1959), Suydam Osterhout, M.D. (Duke, 1949), Ph.D. (Rockefeller Instit., 1959), Hilda F. Willett, Ph.D. (Duke, 1949).

Associate Professors: Charles E. Buckley, M.D. (Duke, 1954), Rebecca H. Buckley, M.D. (North Carolina, 1958), Wendell F. Rosse, M.D. (Chicago, 1958), Hillard F. Seigler, M.D. (North Carolina, 1960), Robert W. Wheat, Ph.D. (Washington Univ., 1955).

Associate Adjunct Professor: James J. Burchall, Ph.D. (Illinois, 1963).

Assistant Professors: Darrell W. Bigner, M.D. (Duke, 1965), Ph.D. (Duke, 1972), Dani P. Bolognesi, Ph.D. (Duke, 1967), David J. Lang, M.D. (Harvard, 1958), Peter K. Lauf, M.D. (Univ. of Freiburg, 1960), Ronald B. Luftig, Ph.D. (Chicago, 1967), Jack I. Nichols, Ph.D. (Univ. of Alberta, Canada, 1967), David W. Scott, Ph.D. (Yale, 1969), Ralph E. Smith, Ph.D. (Colorado, 1968), Tom C. Vanaman, Ph.D. (Duke, 1968), Joseph I. Wagner, Ph.D. (North Carolina, 1972), Frances E. Ward, Ph.D. (Brown, 1965), Catherine M. Wilfert, M.D. (Harvard, 1962), Peter J. Zwadyk, Ph.D. (Iowa, 1971), Hans J. Zweerink, Ph.D. (Cornell, 1967).

Associates: Jeffrey Dawson, Ph.D. (Case Western Reserve, 1969), Wade K. Smith, M.D. (Johns Hopkins, 1963).

Instructors: H. Craig, E. Grothaus, Ph.D., G. Hill, Ph.D., A. Proctor, M.S., L. Wilson, Ph.D.

Research Associates: G. Berke, Ph.D., D. Bowser, Ph.D., K. Cheung, Ph.D., C. Decedua, Ph.D., B. Dishman, Ph.D., S. Eguro, Ph.D., R. Floyd, Ph.D., H. Gallis, M.D., T. Graf, Ph.D., Y. Ito, M.D., A. Kemp, Ph.D., G. Luginbuhl, Ph.D., P. McMillan, Ph.D., T. Matsuhisa, Ph.D., D. Mickey, Ph.D., E. Ornellas, Ph.D., D. Pett, Ph.D., C. E. Samuel, Ph.D., I. Sarov, Ph.D., A. Schincariol, Ph.D., F. Schürch, Ph.D., K. Stone, Ph.D., M. Wiebe, Ph.D.

## Required Course

MIC-200—the core course for all freshman medical students—is given in the second semester of the first year. An intensive study is made of the common bacteria, viruses, fungi, and parasites which cause disease in man. The didactic portion of the course focuses on the nature and biological properties of microorganisms causing disease, the manner of their multiplication, and their interaction with the entire host as well as specific organs and cells. The nature of induced immune processes by active and passive immunization and chemotherapy are included.

The laboratory portion of the course is designed to acquaint students with the methods and procedures employed in bacteriological laboratories, to provide the basis for an understanding of cell-virus interactions, and to demonstrate the nature of the more common pathogenic fungi and parasites. Clinical case histories are presented by the clinical staff to correlate this course with patient care.

## Electives

**\*MIC-215(B). Bacteriophage: Structure and Function.** Classical experiments of Luria, Hershey, and Delbrück. Timing of events during infection. Morphogenesis of component substructures and their subsequent assembly into mature virions. Analysis of electron micrographs. Interactions of bacteriophage with host cell walls and membranes. These areas will be covered in the context of T-even coliphages. Transcriptional and translational processes in coliphage infection. Terms: 1 and 2. Weight: 2. *Luftig and Nichols*

**\*MIC-252(B). General Animal Virology and Viral Oncology.** The first half of the course will be devoted to a discussion of the structure and replication of mammalian viruses with special emphasis on the molecular and functional aspects. A second part of the course will deal specifically with tumor viruses, which will be discussed in terms of the virus-cell interaction and the response to the host. The relationship of virus infection to neoplasia will be emphasized. Terms: 1 and 2. Weight: 4. *Joklik, Smith, and Zweerink*

**\*MIC-282. Molecular Microbiology.** A study of the structure, growth, and replication of bacteria with a detailed analysis of the synthesis and regulation of the structural, informational, and catalytic macromolecules. Major topics covered include: structure, function, and synthesis of bacterial integuments, DNA, RNA, and protein; genetic and metabolic regulatory mechanisms; primitive differentiation in procaryotes. Terms: 1 and 2. Weight: 4. *Burns, Nichols, Vanaman, Wheat, and Willett*

**\*MIC-291(B). Immunology I.** Structure and function of immunoglobulins. Characteristics of synthetic and natural antigens. Cellular aspects and kinetics of antibody formation. Forms of immunologic responsiveness. Elicitation and control of immune response. Phylogeny and ontogeny of immunity. Specificity and cross-reactivity. Methods of immunologic analysis. Tolerance, enhancement, auto-immunity, and allergy. Terms: 1 and 2. Weight: 4. *Scott and Staff*

**\*MIC-292(B). Immunology II.** Continuation of Immunology I. Terms: 3 and 4. Weight: 4. *Amos and Staff*

**MIC-304(B). Basic Medical Virology.** Introduction to the molecular biology of major virus groups; cellular and host responses to, and the epidemiology and pathogenesis of, viral infections; DNA and RNA tumor viruses and their possible role in malignancy; bacteriophage as model systems. Terms: 1 and 2. Weight: 2. *Zweerink, Lang, and Staff*

**\*MIC-311(B). Immunochemistry.** The primary and conformational structures of the immunoglobulins—chains, regions, sizes, allotypes, evolution. The antibody binding site—location, specificity, subgroups, idiotypes, antigen accommodation. The reaction of antibodies—affinity and the law of mass action, homogeneous binding, kinetics, virus model, precipitation reactions, active centers of multivalent antigens, conformational determinants. Affinity, the immune responses, and clonal selection. Terms: 1 and 2. Weight: 3. *Day*

**\*MIC-325(B). Medical Mycology.** Intensive study of those fungi which cause disease in man and animals. Emphasis is on the diagnosis and treatment, epidemiology, and public health significance of the fungi. Term: month of July. Weight: 4. *Conant*

**MIC-330(B). Medical Immunology.** Basic study of immune responses to antigenic substances. Special topics: congenital and acquired immunological deficiencies; humoral and cellular hypersensitivity; immunology and infectious diseases; immunohematology; autoimmune diseases; the immunogenetics of transplantation; tumor specific immunity. Case presentations where indicated and student seminars. Terms: 3 and 4. Weight: 6. *Amos, C. Buckley, R. Buckley, Rosse, and Seigler*

**\*MIC-336(B). Immunogenetics.** Antigens of tissues and organs, distribution, extraction, and chemistry. Phylogeny of iso-antigenic systems of man and animals. Tests for histocompatibility including lymphocyte interactions and reactivity. Change in antigenicity and immune responsiveness in carcinogenesis. Immunologic factors in pregnancy and in homotransplantation of organs. Terms: 1 and 2. Weight: 3. *Amos and Ward*

**MIC-339(B). Diagnostic Microbiology and Infectious Diseases.** Introduction to the methods for the laboratory diagnosis of infectious disease and their clinical application. Every term. Weight: 8. *Osterhout*

**MIC-399(B). Preceptorship in Microbiology and Immunology.** An individual reading and/or laboratory course in specialty areas supervised by an individual faculty member. Acceptance, nature of topic, and amount of credit by individual arrangement with proposed faculty member. Every term. Weight: 1 to 8 per 9 weeks. *Microbiology and Immunology Staff*

**MIC-401(B). Pathophysiology of Infectious Diseases.** Lecture and seminar course concerning mechanisms by which infectious agents cause disease in various organs; the diagnosis, treatment, and prevention of such illnesses. Term: 4. Weight: 3. *Wilfert, Katz, Buckley, Cate, Lang, Osterhout, and Griffith*

**MIC-403(B). Investigative Problems in Disease Caused by Fungi, Viruses, Bacteria, and Mycoplasmas.** Introduction to techniques for research with viruses and mycoplasmas; clinical experience with infectious diseases related to the investigative programs. Terms: 1, 2, 3, or 4. Weight: 8. *Cate, Lang, Wilfert, and Gutman*

**MIC-405(B). Research in Immunohematology.** The course is designed to provide the opportunity for students to select a project involving immunohematologic techniques and to pursue, through original research, the project to conclusion. In particular, projects concerned with complement, red cell lysis and red cell antigens will be stressed. Close supervision will be provided. Weekly seminars in immunohematology will be held. Library readings will be stressed. Terms: 1, 2, 3, or 4. Weight: 6 to 8. *Rosse*

**\*MIC-411(B). Molecular and Cellular Bases of Development and Differentiation.** The advantages offered by recent advances in cellular molecular biology will be used to gain insight into the processes of development and differentiation. The interdisciplinary nature including studies at all levels should provide a firm foundation to understand the true nature of man and disease. Topics of the course include: initiation of development, morphogenesis, developmental genetics, stable and labile differentiation, altered cell properties, and nucleo-

cytoplasmic interactions. A seminar is offered as an extension of the subject matter. Terms: 1 and 2. Weight: 3 to 4. *Counce, McCarty, Moses, Adelman, Kaufman, Luftig, Sommer, Harris, Johnson, and Padilla*

**\*MIC-420(B). Cellular Immunophysiology.** This course will discuss the components of the erythrocyte membrane: protein, lipids, and carbohydrates, as they are known to participate in the formation of a membrane matrix capable of important functions such as transport of small molecules. Within the framework of this course, it will be possible to show how immunologically active macromolecules affect physiological functions. (See also \*PHS-420B.) Terms: 3 and 4. Weight: 2. *Lauf and Staff*

## Obstetrics and Gynecology

Professor: Roy T. Parker, M.D. (Med. Coll. of Virginia, 1944), *Chairman*.

Professor: Charles H. Peete, Jr., M.D. (Harvard, 1947).

Associate Professors: Robert G. Brame, M.D. (North Carolina, 1955), George W. Brumley, M.D. (Duke, 1960), Arthur C. Christakos, M.D. (Med. Coll. of South Carolina, 1955), Marion C. Crenshaw, M.D. (Duke, 1956), Charles B. Hammond, M.D. (Duke, 1961).

Associate Clinical Professors: Eleanor B. Easley, M.D. (Duke, 1944), Richard L. Pearse, M.D. (Harvard, 1931), Kenneth A. Podger, M.D. (Duke, 1941).

Assistant Professors: Nels Anderson, Jr., Ph.D. (Purdue, 1964), William T. Creasman, M.D. (Baylor, 1960), David W. Schomberg, Ph.D. (Purdue, 1965).

Assistant Clinical Professors: Trogler F. Adkins, M.D. (Duke, 1936), Yancey G. Culton, Jr., M.D. (Duke, 1956), William A. Graham, M.D. (Pennsylvania, 1932), Donald T. Moore, M.D. (Meharry, 1958), Philip H. Pearce, M.D. (Duke, 1960), Roston M. Williamson, M.D. (Med. Coll. of Georgia, 1951), Robert K. Yowell, M.D. (Duke, 1961).

Associates: Ian D. Duncan, M.B., Ch.B. (Saint Andrews Univ., 1970), Marcos J. Pupkin, M.D. (Univ. of Chile, 1960), David A. Sandridge, M.D. (Med. Coll. of Virginia, 1965), R. Herbert Wiebe, M.D. (Univ. of Saskatchewan, 1962).

Clinical Associates: Jerry L. Danford, M.D. (Duke, 1967), Arned L. Hinshaw, M.D. (Duke, 1964), Thomas A. Stokes, M.D. (Duke, 1955).

Research Associates: Claudius P. Jones, Louise A. Kaufmann, B.A., Larry Kodack, B.A.

## Required Courses

The first year student receives instruction in the fundamentals of obstetric and gynecologic history and pelvic examinations during the course, the Introduction to Clinical Medicine.

OBG-202—required of all second year students—consists of seven weeks in general obstetrics and gynecology. Students attend lectures, work daily in the general and special outpatient clinics, and are assigned patients on the obstetric and gynecologic wards. Students share in patient care, teaching exercises, and the senior faculty participate in daily tutorial sessions. Clinical conferences, a gynecologic-pathology conference, an endocrine conference, and correlative seminars and lectures are included.

## Electives

**OBG-205(C). Gynecologic Cancer.** A survey of malignancy of the reproductive system. The didactic portion of the course is supplemented by presentations of patients currently in therapy on the wards and in the Gynecologic Cancer Clinic. Every term. Weight: 4 or 8. *Creasman, Duncan, and Parker*

**OBG-207(C). Pathology: Obstetrical and Gynecological.** Study of normal and pathologic processes in the female in the field of obstetrics and gynecology.

Current gross and histologic specimens reviewed along with related material in study collections. Clinical, experimental, and theoretical correlations made when applicable. Every term. Weight: 1 or 2. *Brame, Parker, and Gynecology Resident on Surgical Pathology*

**OBG-211(C). Preparation for Practice.** For students preparing for: general practice, pediatrics, general surgery, and internal medicine. Inpatient and outpatient duties as an intern in obstetrics and gynecology. Special lectures in obstetric management and office gynecology with emphasis on good practice techniques. Every term. Weight: 8. *Parker, Brame, and Staff*

**OBG-215(C). The Infertile Couple.** A clinical study of infertility in the human for students who desire additional instruction in examination, diagnosis and treatment of the infertile couple. Assigned reading of pertinent medical literature both historical and current is correlated with clinical observation in patients. The student is made familiar with testing techniques and the use of required apparatus and instruments, and participates in the treatment of patients. Terms: 1, 2, 3, or 4. Weight: 1. *Hammond and Peete*

**OBG-229(C). Endocrinology Seminar.** Sessions with discussion of interesting clinical problems and related clinical and basic research in gynecologic endocrinology. Terms: 1, 2, 3, or 4. Weight: 1. *Hammond, Anderson, Schomberg, Tyrey, and Fellows on Endocrine Division*

**OBG-231(C). Basic and Clinical Reproductive Endocrinology.** Course for students who desire additional basic and clinical instruction in examination, diagnosis, and treatment of obstetric and gynecologic patients with endocrinopathy. Course consists of basic instruction in neuroendocrine and endocrine mechanisms correlated with examination and treatment of patients in the Endocrinology Outpatient Clinic. Every term. Weight: 4. *Hammond, Wiebe, Anderson, Schomberg, Tyrey, and Fellows on Endocrine Division*

**OBG-235(C). Cytogenetics.** In-depth course in human cytogenetics in which basic techniques of studying human chromosomes are applied to clinical situations. Research in human cytogenetics is also stressed. Terms: 1, 2, 3, or 4. Weight: 3. *Christakos*

**OBG-239(C). Perinatal Medicine.** A study of factors during pregnancy, labor, delivery, and the first month of life. Emphasis will be placed on teratogenic influences, abnormal conditions of pregnancy as related to the infant, prenatal pathological conditions adversely afflicting the fetus and newborn, and early management of the infant. Current problems in maternal-fetal relationships will be outlined. (See also PED-239C.) Terms: 1 or 4. Weight: 8. *Brunley and Crenshaw*

**OBG-241(C). Family Life Sciences.** A clinical correlative study designed to apply contraceptive techniques, genetic counseling, sex education, and demography in the practice of obstetrics and gynecology. Social implications in these various areas will be included. Every term. Weight: 4. *Christakos and Brame*

**OBG-243(C). Sex Education.** This course is designed to prepare health professionals for dealing with situations involving sex education and counseling. The course consists of two parts, a ten week series of training seminars and sensitivity sessions surveying biological, psychological, sociocultural, and ethical aspects of human sexuality and also providing instruction on techniques of design organization, and implementation of educational and counseling programs. Th

final eight weeks of the course will be spent gaining practical experience. The student's project may be of his own design, approved by the Committee, or he may participate in one of the ongoing projects of the Committee such as teaching the seventh grade curriculum in the public schools, writing curricula for other grade levels, or designing a course on the college level. Terms: 1 and 2, or 3 and 4. Weight: 3. *Parker, Katz, Christakos, and Shirley Osterhout*

**OBG-245(C). Office Gynecology.** For students preparing for general practice, medicine, pediatrics, and surgery. Outpatient clinic and emergency room diagnosis and patient care are taught. Every term. Weight: 4 or 8. *Parker and Staff*

**OBG-247(C). Clinical Obstetrics.** For students preparing for general practice and medicine or pediatrics. Ante-partum, intra-partum and post-partum patient care are stressed and practical experience in the delivery room is provided at an intern level. Every term. Weight: 4 or 8. *Crenshaw, Pupkin, and Staff*

**OBG-249(C). Clinical Gynecology.** For students preparing for general practice, surgery, and urology. Preoperative diagnosis and preparation and postoperative care are stressed. In addition, minor operative procedures are taught and students assume the responsibilities of an intern. Every term. Weight: 4 or 8. *Peete, Brame, and Staff*

**OBG-251(C). Advanced Reproductive Endocrinology.** An in-depth program to involve students in detailed study of the clinical and laboratory aspects and literature regarding reproductive biology, endocrinology, infertility, and conception control. Course consists of participation in the gynecologic endocrinology clinics, complicated obstetric clinic, infertility clinics, care of inpatients, and pertinent laboratory exposure to techniques of study of reproductive hormonal substances. Every term. Weight: 8. *Hammond, Wiebe, Anderson, Schomberg, Tyrey, and Fellows on Endocrine Division*

## Ophthalmology

Professor: Joseph A. C. Wadsworth, M.D. (Duke, 1939), *Chairman*.

Professor: Myron L. Wolbarsht, Ph.D. (Johns Hopkins, 1958).

Clinical Professor: Hermann M. Burian, M.D. (Belgrade, Yugoslavia, 1930).

Associate Professors: W. Banks Anderson, Jr., M.D. (Harvard, 1956), Arthur C. Chandler, Jr., M.D. (Duke, 1959).

Assistant Professors: Maurice B. Landers, III, M.D. (Michigan, 1963), John W. Reed, M.D. (Bowman Gray, 1962).

Associates: Eva O. Reese, R.N., B.S. (Duke, 1955), Judy H. Seaber, B.A. (Emory, 1962).

Clinical Associates: Robert E. Dawson, M.D. (Meharry, 1943), Martin J. Kreshon, M.D. (Marquette, 1954), W. Hampton Lefler, M.D. (Bowman Gray, 1963), Samuel D. McPherson, Jr., M.D. (Johns Hopkins, 1943), Charles F. Sydnor, M.D. (Virginia, 1969), Noel W. Young, Jr., M.D. (Duke, 1963).

Clinical Instructor: Larry Turner, M.D. (Duke, 1939).

## Electives

**OPH-201(C). Investigative Ophthalmology.** The student is assigned a project relating to basic ophthalmologic problems. Technical assistance, sufficient equipment, and laboratory animals are supplied for the completion of the project. The student is expected to attend lectures scheduled for the house staff. Every term. Weight: 4 to 8. *Anderson, Landers, and Wolbarsht*

**OPH-203(C). General Ophthalmology.** A clinical preceptorship in which the student will participate and observe in the regular house staff activities, conferences, lectures, patient care, and treatment including surgery. Emphasis on the use of specialized ophthalmic apparatus is emphasized. Every term. Weight: 3 to 8. *Landers*

**OPH-205(C). Medical Ophthalmology.** The ophthalmic signs and symptoms of systemic disease are presented through patient examination and lectures. Oriented for those students interested primarily in pediatrics, internal medicine, or ophthalmology. Terms: 1, 2, 3, or 4. Weight: 1. *Chandler and Staff*

**OPH-207(C). Basic Ophthalmic Sciences.** Course designed primarily for those students intending to specialize in ophthalmology and will cover optics, ocular anatomy, physiology, pathology, pharmacology, and numerous ophthalmic disease processes. Many outstanding guest speakers. Terms: 1, 2, 3, or 4. Weight: 1. *Wadsworth, Staff, and Outside Contributors*

**OPH-211(C). Neuro-Ophthalmology.** Experience is provided in application of ophthalmic diagnostic technique toward the diagnosis of central nervous system and related ocular diseases. Clinical case and research review is included. Special instrument utilization is emphasized. Terms: 1, 2, 3, or 4. Weight: 1 or 2. *Anderson*

**OPH-213(C). Ophthalmic Pathology.** The student will review all ophthalmic pathology specimens submitted weekly and any pertinent permanent specimens. He will aid in presentation of cases at weekly ophthalmic pathology conferences. Every term. Weight: 1. *Wadsworth*

**OPH-215(C). Ocular Diseases in Children.** The study of ocular disease in children includes muscular imbalances, congenital disorders, and neoplastic diseases to acquaint the student with a special pediatric and ophthalmologic phase. Terms: 1, 2, 3, or 4. Weight: 1. *Chandler*

## Pathology

Professor: Thomas D. Kinney, M.D. (Duke, 1936), *Chairman*, and R. J. Reynolds Tobacco Company Professor of Medical Education.

Professors: Bernard F. Fetter, M.D. (Duke, 1944), Donald B. Hackel, M.D. (Harvard, 1946), Joachim R. Sommer, M.D. (Munich, 1951), Philip C. Pratt, M.D. (Johns Hopkins, 1944), F. Stephen Vogel, M.D. (Case Western Reserve, 1944), Benjamin Wittels, M.D. (Minnesota, 1952).

Associate Professors: William D. Bradford, M.D. (Case Western Reserve, 1958), Jane G. Elchlepp, M.D. (Chicago, 1955), Ph.D. (Iowa, 1948), William W. Johnston, M.D. (Duke, 1959), Gordon K. Klintworth, M.D. (Univ. of Witwatersrand, S. Africa, 1957), Ph.D. (Univ. of Witwatersrand, 1966), Norman B. Ratliff, Jr., M.D. (Duke, 1962).

Assistant Professors: Dolph O. Adams, M.D. (Med. Coll. of Georgia, 1965), Ph.D. (North Carolina, 1972), Darrell D. Bigner, M.D. (Duke, 1965), Ph.D. (Duke, 1971), Edward Bossen, M.D. (Duke, 1965), Charles A. Daniels, M.D. (Vanderbilt, 1966), Ph.D. (Duke, 1971), Frank Dorsey, Ph.D. (Duke, 1971), Doyle G. Graham, M.D. (Duke, 1966), Ph.D. (Duke, 1971), Hugo O. Jauregui, M.D. (Univ. of Buenos Aires, 1963), Ph.D. (Duke, 1972), Harvey J. Sage, Ph.D. (Yale, 1958), George H. Spooner, Ph.D. (North Carolina, 1958), C. Craig Tisher, M.D. (Washington Univ., 1961), Frances King Widmann, M.D. (Case Western Reserve, 1960), James W. Wilson, M.D. (Duke, 1967), Ph.D. (Kentucky, 1965), Peter Zwadyk, Ph.D. (Iowa, 1971).

Associates: Patricia Ruth Ashton, A.B. (Goucher College, 1963), Mary S. Britt, M.S. (Bowman Gray, 1969), J. E. Phillip Pickett, H.T.

Research Associates: Lieselotte Kemper, Eileen M. Mikat, M.A. (Duke, 1969), Donnie J. Self, B.S. (Furman, 1965).

## Required Course

PTH-200—the core course in pathology—is given during the second term of the first year. Fundamentals of pathology are presented by correlating gross and microscopic material to illustrate the structural changes in disease. Lectures consisting of broad concepts of disease processes are presented by senior faculty and conferences with small groups of students are held under the guidance of staff members. Etiology and pathogenesis of disease as well as the experimental approach are emphasized for the purpose of correlation with clinical disease. In addition to group work, conferences are scheduled to discuss problems derived from autopsies. Students are required to collaborate in postmortem studies and present cases in clinical-pathologic conferences under the direction of the staff.

## Electives

**PTH-201(B). The Pathologic Basis for Clinical Medicine.** Disease processes will be studied in terms of organ systems, with the intention of enabling students to crystallize the basic processes studied in Pathology 200. Clinico-pathologic correlation will be stressed, utilizing gross and microscopic examples of disease processes, case studies, lectures and demonstrations. Terms: 1 or summer. Weight: 4. *Hackel (Term 1), Ratliff (summer)*

**PTH-203(B). Ophthalmic Pathology.** This course is designed for students with an interest in ophthalmic diseases and particularly for those planning a career in pathology or ophthalmology, and will consist of lectures, seminars, and laboratory sessions. The normal anatomy and embryology of the eye will be reviewed, and the various reactions of the eye to injury will be studied in gross and microscopic specimens. The more common diseases will be considered in detail. Term: 1. Weight: 3. *Klintworth*

**PTH-209(B). Diagnostic Cytopathology.** This course is designed to explore in detail the role played by clinical exfoliative cytopathology in the diagnosis of disease. Classroom and laboratory work will include diseases involving the female genital tract, upper and lower respiratory tract, urinary tract, body cavities, GI tract, and central nervous system. Emphasis will be on neoplastic disease. Practical application of the acquired knowledge will be made in examining current clinical material. Microscopes required. Term: 1. Weight: 3. *Johnston and Staff*

**PTH-210(B). Basic Oncology.** The course consists of two seminars a week conducted by an interdepartmental faculty. The seminars are concerned with the basic aspects of oncology and with clinical correlates. The student will also work within the supervision of a faculty member in an area germane to the basic problems of cancer. The student must make appropriate arrangements through Dr. Johnston for faculty supervision prior to the beginning of the course. Terms: 1 or 3. Weight: 8. *Johnston and Staff*

**PTH-223(B). Autopsy Pathology.** The course is intended to introduce students to the autopsy as an investigative tool; anatomic-clinical correlation is emphasized. Students work directly with one or more members of the pathology department. They will first assist at autopsies and then perform a limited number of autopsies under supervision. They will work up these cases with particular attention to correlations with clinical and experimental medicine. Students will be expected to present their findings at staff conferences. Every term. Weight: 8. *Adams and Staff*

**PTH-225(B). Cardiovascular Pathology.** Cardiovascular disease processes will be studied, reviewing anatomic, embryologic and physiologic features, and utilizing case material and gross and microscopic specimens. Consideration will be given to the electrocardiogram. Term: 1. Weight: 2. *Hackel, Estes, Ratliff, and Wilson*

**PTH-237(B). Surgical Pathology.** This course is designed for the student who wishes more experience in the study of disease. Although the course is entitled Surgical Pathology, this does not imply interest solely in the individual oriented to surgery. Problems in dermatology, gynecology, orthopaedics, general surgery, internal medicine, and other specialties will be considered. The program of study will consist of lectures, demonstrations, and laboratory work. Term: 4. Weight: 4. *Fetter*

**PTH-342(B). Special Topics in Pathology.** Special problems in pathology will be studied with a member of the senior staff; the subject matter will be individually arranged. Every term. Weight: 1 to 8 per 8 weeks. *Kinney and Staff*

**\*PTH-346(B). Subcellular and Molecular Pathology.** This course is designed for students wishing to broaden their knowledge of cellular structure and cellular pathology. Course consists of a series of lectures and seminars discussing the alterations in cellular structure and associated function that accompany cell injury. Terms: 1 and 2. Weight: 3. *Sommer*

**PTH-348(B). Practical Surgical Pathology.** This course will be in the form of an apprenticeship in which the student will become engaged in the actual preparation and diagnosis of tissue changes. Every term. Weight: 8. *Fetter and Staff*

**\*PTH-352(B). Biochemical Pathology.** In a series of seminars, the morphology of several disease states will be integrated with their biochemical abnormalities. Utilization of experimental models on resolving the related problems in pathogenesis will be discussed. Disorders in lipid metabolism will be emphasized. Term: 2. Weight: 2. *Wittels*

**\*PTH-353(B). Advanced Neuropathology.** A review of neuropathology emphasizing correlation with problems of human disease. Term: 1. Weight: 3. *Vogel and Klintworth*

**PTH-359(B). Fundamentals of Electron Microscopy.** Emphasis will be placed on the theory and application of electron microscopy to ultrastructural pathology. The methods relating to electron microscopy as well as phase and polarization microscopy will be considered. Term: 4. Weight: 2. *Sommer, Shelburne, and Hawkins*

**PTH-360(B). Histochemistry.** Theoretical basis of methods for cellular and subcellular localization of chemical constituents. Lectures and laboratory sessions emphasizing modern techniques for tissue preservation and intracellular localization and identification of natural products and enzymes. Terms: 3 and 4. Weight: 3. *Jauregui*

**PTH-362(B). Pathology of the Kidney.** This course is a comprehensive study of pathological, immunological, and clinical features of the various types of glomerulonephritis, nephrotic syndrome, and pyelonephritis as well as of metabolic, congenital, and neoplastic renal disorders. Lectures will be supplemented with gross and microscopic specimens, demonstrations, and special library studies. Term: 2. Weight: 2. *Tisher and McCoy*

**PTH-363(B). Pathology of the Liver and Biliary Tract.** This course covers the etiology, pathogenesis, and morphological aspects of liver and biliary tract diseases. Special emphasis will be placed on the discussion of liver function tests. A correlation with the clinical manifestations of these diseases will be the subject of weekly discussions with the participation of staff members of the Departments of Radiology and Surgery. Term: summer. Weight: 4. *Jauregui*

**PTH-364(B). Orthopaedic Pathology.** Special problems in orthopaedic pathology will be dealt with beginning with a discussion of the development of connective tissue with special emphasis on bone and muscle. Bone tumors, metabolic diseases, and traumatic problems will be considered. Term: 4. Weight: 2. *Harrelson and Sommer*

**PTH-366(B). Pulmonary Pathology and Postmortem Pathophysiology.** Emphasis will be on pulmonary pathology and pathophysiology of infectious, metabolic, environmental, and neoplastic diseases, and certain diseases of unknown etiology (e.g., sarcoid, alveolar proteinosis, etc.). Ventilatory experiments will be done on excised human lungs. Term: 2. Weight: 3. *Pratt*

**PTH-368(B). Neonatal and Pediatric Pathology.** This course covers the developmental anatomy and major pathologic processes of the brain, heart, lung, gastrointestinal, and urinary tracts. Emphasis is placed on clinico-pathologic correlation, and students assume responsibility for presentation of clinico-pathologic conferences, seminars, gross and microscopic laboratory materials. Designed for students entering clinical pediatrics and pathology. Term: 2. Weight: 3. *Bradford and Wilson*

**PTH-372(B). Environmental Diseases.** The course features local and national guest lecturers and student presentations to cover examples of disease produced by technological exploitation of the earth, social pressures and "life style." Subjects include power, population, food chains, respiration-air and ocean, and examples of diseases due to asbestos, lead, mercury, hydrocarbons, carcinogens, organic dusts, DDT, cigarette smoke, estrogens, etc. Term: 3. Weight: 2. *Pratt, Kilburn, and Lynn*

**PTH-374(B). Pulmonary Structure and Function Seminar.** Current and exemplary pathological material on lungs, including gross, histologic and electron microscopic data, is correlated with *in vitro* function and clinical features; physiological measurements; and roentgenographic findings. The structural features of the types of reaction of lung cells to injury are interpreted against this background. Such demonstration material is correlated by lectures. Every term. Weight: 1. *Pratt and Kilburn*

**PTH-375(B). Immunopathology.** An in-depth study of the pathoanatomy of diseases of man in which the immune system plays an important role, including autoimmune diseases, the "collagen" diseases, graft rejection, and immunologic aspects of cancer. The format will consist of a series of lectures, seminars, and laboratory studies of human case material. Terms: 1 and 2. Weight: 5. *Daniels, Adams, Bigner, Bossen, and McCoy*

**PTH-376(B). Pathology of Virus Infections.** In this course the pathological effects of viruses will be discussed. The format will consist of a series of student-conducted lectures and seminars concerning structural, biochemical, and functional alterations associated with virus-cell interactions. Clinical pathological, immuno-

logical, and epidemiological relationships will be stressed. Terms: 3 and 4. Weight: 4. *Daniels, Bradford, and Bigner*

**PTH-378(B). Seminars in Hematology.** This is a systematic survey of the pathophysiology and morphology of human hematological diseases. Each student will survey the literature on several topics and prepare an oral presentation which will be critically discussed by the group. Opportunity for experience in blood, marrow, and lymph node analysis will be available. Terms: 3 or 4. Weight: 2. *Wittels*

**\*PTH-411(B). Molecular and Cellular Bases of Development and Differentiation.** This course is the lecture and seminar series of the Development and Differentiation Study Program, DDS-201 (B), *without* the laboratory of that course. See DDS-201 (B) for the objectives and description. Terms: 1 and 2. Weight: 3-4. *McCarty, Luftig, Counce, Padilla, Harris, Sommer, Moses, Kaufman, Bolognesi, Graf, and Johnson*

## Pediatrics

Wilbur C. Davison Professor: Samuel L. Katz, M.D. (Harvard, 1952), *Chairman*.

Professors: Jay M. Arena, M.D. (Duke, 1932), Susan C. Dees, M.D. (Johns Hopkins, 1934), William J. A. DeMaria, M.D. (Duke, 1948), James B. Sidbury Professor Jerome S. Harris, M.D. (Harvard, 1933), F. Stanley Porter, M.D. (Johns Hopkins, 1952), James B. Sidbury, Jr., M.D. (Columbia, 1947), Madison S. Spach, M.D. (Duke, 1954).

Associate Professors: George W. Brumley, Jr., M.D. (Duke, 1960), Rebecca H. Buckley, M.D. (North Carolina, 1958), Ramon V. Canent, M.D. (Santo Tomas, Philippines, 1957), John F. Griffith, M.D. (Saskatchewan, 1958), Herman Grossman, M.D. (Columbia, 1953), Marcel Kinsbourne, B.M. (Guy's Hospital, London, 1955), Ph.D. (Oxford Univ., England), David J. Lang, M.D. (Harvard, 1958), A. W. Renuart, III, M.D. (Duke, 1955), Donald Silver, M.D. (Duke, 1955), Alexander Spock, M.D. (Maryland, 1955).

Assistant Professors: Roger C. Barr, Ph.D. (Duke, 1968), William D. Bradford, M.D. (Western Reserve, 1958), M. C. Crenshaw, Jr., M.D. (Duke, 1956), John A. Fowler, M.D. (Bowman Gray, 1946), Stuart Handwerker, M.D. (Maryland, 1964), Harold J. Harris, M.D. (Long Island Coll. of Med., Brooklyn, 1949), M. M. Jarmakani, M.D. (Damascus, 1962), J. David Jones, M.D. (Duke, 1954), Ronald P. Krueger, M.D. (Duke, 1965), George M. Lyon, M.D. (Duke, 1961), Lois A. Pounds, M.D. (Pittsburgh, 1965), Charles R. Roe, M.D. (Duke, 1964), Malcolm H. Rourk, Jr., M.D. (Pennsylvania, 1963), Catherine M. Wilfert, M.D. (Harvard, 1962).

Associates: Drew Edwards, Ph.D. (Florida State, 1972), Deborah Kredich, M.D. (Michigan, 1962), E. Croft Long, M.B., B.S. (London, 1952), Ph.D. (London, 1957), Shirley K. Osterhout, M.D. (Duke, 1957), Karl Stevenson, M.D. (Bowman Gray, 1966).

Clinical Professor: A. H. London, M.D. (Pennsylvania, 1927).

Associate Clinical Professors: W. L. London, M.D. (North Carolina, 1955), T. D. Scurletis, M.D. (Pittsburgh, 1951), Bailey D. Webb, M.D. (Duke, 1946), Ph.D. (North Carolina, 1941).

Assistant Clinical Professors: John T. King, M.D. (Med. Coll. of Virginia, 1945), Charles B. Neal, M.D. (Duke, 1955), A. Douglas Rice, M.D. (Duke, 1951), Evelyn Schmidt, M.D. (Duke, 1951), S. W. Singleton, M.B. (Manchester, England, 1952), W. Samuel Yancy, M.D. (Duke, 1965).

Clinical Associates: Lillis Altshuller, M.D. (Cincinnati, 1960), Clarence Bailey, M.D. (North Carolina, 1958), W. A. Cleland, M.D. (Howard, 1933), Nelle S. Moseley, M.D. (Med. Coll. of Georgia, 1957), James B. Rouse, M.D. (Duke, 1965).

## Required Course

PED-200—the basic course in pediatrics for all students—is a seven week clerkship in the second year. Its principal aim is to provide the student a perspective and context from which to study health and illness of infants and children. Primary attention is directed to experience in the acquisition and organization

of information obtained by history-taking, physical examination, and laboratory study. Students work with patients in the clinics, nurseries, and wards under the guidance of a senior teaching resident, faculty, and house staff. Conferences, teaching rounds, and consultations supplement the basic experience in patient contact and care. Interdisciplinary teaching exercises with members of the Departments of Obstetrics, Pathology, and Radiology are also included in the clerkship. Emphasis is placed upon a pathophysiological approach to altered human developmental biology. The clerkship is also intended to provide an introduction to pediatrics so that students may gain insight into the exciting opportunities in the field.

## Electives

**PED-201(C). General Pediatrics.** Student is assigned to the ward, ambulatory services, and/or nurseries according to his interests and goals. In general, he will have an intensive apprenticeship in pediatrics with learning experiences stemming directly from the patient and his problems. Students wishing to take Pediatrics 201C must arrange first with Dr. Ronald Krueger and/or Dr. Lois Pounds the format of their experience. This is to be done well in advance of the term in which the course will be taken. The experience may be entirely inpatient, outpatient, or a mixture of each. Planning is essential so that the term meets the student's needs but does not crowd the available learning space. Every term. Weight: 8. *Katz and Pediatric Staff*

**PED-202(C). Pediatric Infectious Diseases.** This course will provide experience in the clinical and laboratory diagnosis of infectious diseases and in their therapy. The student works closely with the infectious disease fellow and participates actively in evaluation of patients. There is opportunity to gain experience in a laboratory setting (bacteriology, virology). Every term. Weight: 8. *Lang, Wilfert, Gutman, and Staff*

**PED-203(C). Pediatric Neurology.** Student will examine patients with neurological and convulsive disorders in the wards and clinics of Duke Hospital and in the inpatient facilities of the Murdoch Center. Students will be given the opportunity to do research with the staff members. Terms: 1, 2, 3, or 4. Weight: 8. *Kinsbourne, Griffith, Renuart, and Staff*

**PED-215(C). Metabolic and Endocrine Disorders in Children.** Outpatient and inpatient study of a variety of metabolic disorders. Students see clinical endocrine patients by participation in Pediatric Endocrine Clinics. Stress is placed upon application of hormone assay to the diagnosis of endocrine disorders in childhood. Every term. Weight: 8. *Sidbury, Handwerker, Roe, and Moseley*

**PED-217(C). Pediatric Hematology and Oncology.** Includes all aspects of clinical and laboratory pediatric hematology as well as the diagnostic evaluation, care, and treatment of patients with malignant diseases. Emphasis will be placed on fundamental concepts. There will be daily ward rounds, a weekly clinic, weekly slide conference, and weekly seminars, as well as assigned reading. Students will be encouraged to engage in some individual clinical or laboratory project during the period of the course. Every term. Weight: 8. *Porter and Lyon*

**PED-221(C). Poison Control.** Student participates in the clinical functions of the Center. He will be on call for the treatment of these cases in the Emergency Room or on the ward at his discretion. One two-hour conference per week will be scheduled. Terms: 1, 2, 3, or 4. Weight: 2. *Shirley Osterhout*

**PED-223(C). Preceptorship in Pediatrics.** This course gives insight into the management of pediatric practice especially as related to infancy. Experience with a practicing pediatrician will be provided. Students will be expected to participate in newborn and premature rounds at Duke and Watts Hospitals, in well-baby conferences and in the High Risk Prenatal Clinic. Terms: 2 or 3. Weight: 6. *A. London, W. London, and Staff*

**PED-225(C). Neonatology.** Students will have patient care responsibilities and experience in the Full-Term Newborn and Intensive Care Nurseries. Included will be discussions of prenatal hazards, resuscitation, care of the normal and abnormal newborn and premature infants. The student will in essence serve as an extern on the Nursery Service with sufficient patient care responsibility to learn the elements of care relevant to the sick infant. Every term. Weight: 8. *Brumley*

**PED-227(C). Behavioral Aspects of Pediatric Illness.** The purpose of this course is to introduce the student to the emotional aspects of sick children. Experience will include the impact on the family as well as the psychic and somatic adjustments of the child. (See also PSC-227C.) Every term. Weight: 3 to 6. *Jones, Stevenson, Edwards, and Mrs. Driscoll*

**PED-231(C). Clinical Pediatric Cardiology.** Provides an intensive learning experience in clinical childhood heart disease. Scope: history, physical examination, and special techniques (electrocardiography, phonocardiography, vectorcardiography, cardiac catheterization, and cineangiocardiology). Every term. Weight: 8. *Canent, Spach, and Staff*



**PED-233(C). Allergy, Clinical Immunology, and Pulmonary Diseases.**

Clinical evaluation and practice in use of methods of diagnosis and treatment of allergic disorders, cystic fibrosis and other pulmonary diseases, immunologic deficiency states and autoimmune disorders. Scope: history, physical examination, skin and pulmonary function tests, allergen preparation, sweat testing, and a variety of clinical immunologic tests. Every term. Weight: 8. *S. Dees, R. Buckley, Spock, and Rourke*

**PED-239(C). Perinatal Medicine.**

A study of factors during pregnancy, labor, delivery, and the first month of life. Emphasis will be placed on teratogenic influences, abnormal conditions of pregnancy as related to the infant, prenatal pathological conditions adversely afflicting the fetus and newborn, and early management of the infant. Current problems in maternal-fetal relationships will be outlined. (See also OBG-239C.) Terms: 1 or 4. Weight: 8. *Brunley and Crenshaw*

**PED-241(C). Pediatric Nephrology.**

Course is designed to provide experience in diagnosis, natural history and treatment of acute and chronic disorders of the kidneys in children. Students are also exposed to the management of fluid and electrolyte disorders in infants and children. Every term. Weight: 6 to 8. *DeMaria and Krueger*

**PED-243(C). Adolescent Medicine.**

Students will see adolescents in outpatient clinic. Emphasis to be placed on the behavioral and developmental aspects of adolescence, drug abuse, and the pregnant teenager. Tutorial and supervisory time to discuss specific patients and pertinent literature will be arranged. Every term. Weight: 2. *Yancy*

## Physiology and Pharmacology

Professor: Daniel C. Tosteson, M.D. (Harvard, 1949), *Chairman*.

### DIVISION OF PHYSIOLOGY

James B. Duke Professor: Daniel C. Tosteson, M.D. (Harvard, 1949).

Professors: Jacob J. Blum, Ph.D. (Chicago, 1952); Irving T. Diamond, Ph.D. (Chicago, 1953); Frans F. Jöbsis, Ph.D. (Michigan, 1958); Edward A. Johnson, M.D. (Univ. of Sheffield, 1953); John W. Moore, Ph.D. (Virginia, 1954); Eugene M. Renkin, Ph.D. (Harvard, 1951); George F. Somjen, M.D. (New Zealand, 1961).

Visiting Professors: Donald L. Fry, M.D. (Harvard, 1949); Ernest Schoffeniels, M.D. (Univ. of Liège, 1953).

Associate Professors: Robert P. Erickson, Ph.D. (Brown, 1958); Robert E. Fellows, M.D. (McGill, 1959), Ph.D. (Duke, 1969); Peter K. Lauf, M.D. (Univ. of Freiburg, 1960); E. Croft Long, M.B., B.S., Ph.D. (London, 1952, 1957); Thomas J. McManus, M.D. (Boston, 1955); George M. Padilla, Ph.D. (California at Los Angeles, 1960); John V. Salzano, Ph.D. (Iowa, 1964).

Assistant Professors: Nels C. Anderson, Ph.D. (Purdue, 1964); Reginald Carter, Ph.D. (Bowman Gray, 1970); Balz F. Gisin, Ph.D. (Univ. of Basel, 1967); Robert B. Gunn, M.D. (Harvard, 1966); John Gutknecht, Ph.D. (North Carolina, 1963); R. Gary Kirk, Ph.D. (Yale, 1969); J. Mailen Kootsey, Ph.D. (Brown, 1966); Melvyn Lieberman, Ph.D. (State Univ. of New York, Downstate Med. Center, 1964); Lazero J. Mandel, Ph.D. (Pennsylvania, 1969); Lorne Mendell, Ph.D. (Massachusetts Instit. of Tech., 1965); Elliott Mills, Ph.D. (Columbia, 1964); Thomas T. Norton, Ph.D. (California, 1970); Myron Rosenthal, Ph.D. (Duke, 1969); James M. Schooler, Jr., Ph.D. (Wisconsin, 1964); Howard Wachtel, Ph.D. (New York Univ., 1967).

Associate Clinical Professors: James Clapp, M.D. (North Carolina, 1957); J. A. Kylstra, M.D. (Leiden, Netherlands, 1952); Myron Wolbarsht, Ph.D. (Johns Hopkins, 1958).

Assistant Clinical Professors: Wesley A. Cook, Jr., M.D. (Oregon, 1963); Antonio V. Escueta, M.D. (Univ. of Santo Tomas, Manila, 1963); Joseph Greenfield, M.D. (Emory,

1956); Harold E. Lebovitz, M.D. (Pittsburgh, 1956); Aaron P. Sanders, Ph.D. (North Carolina, 1964); David W. Schomberg, Ph.D. (Purdue, 1965); Andrew G. Wallace, M.D. (Duke, 1959).

## DIVISION OF PHARMACOLOGY

Professor: Toshio Narahashi, Ph.D. (Univ. of Tokyo, 1960), *Head of Division*.

James B. Duke Professor: Frederick Bernheim, Ph.D. (Cambridge, 1928).

Professor: Leon Lack, Ph.D. (Columbia, 1953).

Associate Professors: Daniel B. Menzel, Ph.D. (California at Berkeley, 1962); Athos Ottolenghi, M.D. (Univ. of Pavia, 1946); Saul Schanberg, M.D. (Yale, 1965), Ph.D. (Yale, 1961).

Assistant Professors: Gerald A. Rosin, Ph.D. (Clarkson Coll. of Tech., 1969); Theodore Slotkin, Ph.D. (Rochester, 1970).

Clinical Professors: McChesney Goodall, Jr., M.D. (Med. Coll. of Virginia, 1948), Ph.D. (Karolinska Instit., 1951); George H. Hitchings, Ph.D. (Harvard, 1933); Charles A. Nichol, Ph.D. (Wisconsin, 1949); Robert A. Maxwell, Ph.D. (Princeton, 1954).

Associate Clinical Professors: Gertrude B. Elion, D.Sc. (George Washington, 1969); Herbert Posner, Ph.D. (George Washington, 1958); Richard M. Welch, Ph.D. (Jefferson Med. Coll., 1962).

Assistant Clinical Professors: G. Douglas Blenkarn, M.D. (Univ. of Toronto, 1958); Ronald Yan-li Chuang, Ph.D. (California, 1970); Howard L. Elford, Ph.D. (Cornell, 1962); Everett Ellinwood, M.D. (North Carolina, 1959); William E. Fann, M.D. (Med. Coll. of Alabama, 1959); Robert O. Friedel, M.D. (Duke, 1964).

## Required Courses

**PHS-200. Physiology of Man.** An introduction to the basic concepts of physiology with particular reference to man. Three lectures, one laboratory, and one conference per week. Fall term, 6 units. *Graduate Staff*

**PHS-201. Pharmacology: Mode of Action of Drugs.** Studies and discussion of the pharmacological action of drugs in terms of biochemical and physiological processes. Three lectures and one conference per week. Prerequisite: PHS 200 or equivalent. 4 units. *Graduate Staff*

**PHS-279. Student Tutorial in Physiology and Pharmacology.** An introduction to critical reading of selected papers in physiology or pharmacology. Required of all first-year graduate students. 2 units. *Graduate Staff*

**PHS-280. Student Seminar in Physiology and Pharmacology.** Reading and discussions in depth of several aspects of physiology and pharmacology. Required of all second-year graduate students. *Graduate Staff*

## Electives

**PHS-205(B). Peripheral Circulation in Health and Disease.** Topics in physiology and pharmacology of peripheral circulation. Analysis and evaluation of experimental and clinical studies relating to selected diseases of the circulation. Not offered for graduate school credit. Term: 2. Weight: 1. *Renkin, Mills, and Carter*

**PHS-207(B). The Heart in Health and Disease.** Physiology and pharmacology at the organ systems level, including cardiac electrophysiology and mechanics, arrhythmias, ventricular-atrial function, congenital disorders of function, coronary blood flow, and cardiovascular control mechanisms. Not offered for graduate school credit. Term: 1. Weight: 1. *Johnson, Renkin, Mills, Wallace, Greenfield, Spach, McHale, and Anderson*

**\*PHS-208(B). Respiratory System in Health and Disease.** Primary emphasis is on various aspects of the physiology of respiration. Topics covered include pulmonary mechanics, central and peripheral regulation of ventilation, pulmonary circulation, and respiratory responses to exercise, altitude, and hyperbaric environments. Terms: 3 and 4. Weight: 2. *Satzano, Kylstra, and Saltzman*

**\*PHS-209(B). Neuronal Physiology and Pharmacology.** Structure and function of excitable membranes; impulse generation and conduction in different kinds of nerves; effects of pharmacological agents on electrical properties; physiological and pharmacological aspects of synaptic and neuromuscular transmission; biophysics of receptor cells. Terms: 1 and 2. Weight: 3. *Narahashi and Staff*

**\*PHS-212(B). Marine Membrane Physiology.** Physiology of marine and estuarine organisms, with emphasis on cellular transport processes and electrophysiology. The course will include laboratory work on the functions, mechanisms, and comparative aspects of ionic and osmotic regulation in marine plants and animals. Term: summer. Weight: 9. *Gutknecht, Schoffeniels, Wachtel, and Staff*

**\*PHS-215(B). Topics in Developmental Physiology and Pharmacology.** An analysis of physiological basis of development at the organ level of organization with special reference to vertebrates. Topics will include development of neuronal connections, cardiogenesis, hormonal regulation, and pharmacological interactions in organogenesis. Terms: 3 and 4. Weight: 2. *Mendell, Lieberman, and Padilla*

**\*PHS-217(B). Membrane Transport Processes in Physiology and Pharmacology.** Chemical composition and ultrastructure of biological membranes, ionic and osmotic equilibria across the membranes of individual cells, passive and active ionic transport, the role of ATPase, carrier-mediated diffusion of anions and non-electrolytes, integration of transport processes to produce molecular movements across organized epithelia (e.g., amphibian skin and bladder, gastrointestinal mucosa). Terms: 1 and 2. Weight: 2. *Gunn, Gutknecht, Kirk, Lauf, McManus, and Tosteson*

**PHS-219(B). Tutorial in Physiology and Pharmacology.** Guided independent study of original literature and/or laboratory experience. Open to all students; required of those electing a preclinical base in the Department of Physiology and Pharmacology. Every term. Weight: 3 per 8 weeks. *Gunn and Staff*

**PHS-223(B). Biological Correlates of Behavior.** A survey of current concepts of genetic, anatomical, physiological, neurochemical, and pharmacological factors affecting perception, cognition, feeling states, states of awareness, and memory is presented. The course includes an analysis of autonomic nervous system conditioning and an introduction to psychophysiological methods. The course also involves laboratory demonstrations, experiments and discussions of principles presented in lectures. (Also listed as PSC-223B.) Terms: 1 and 2. Weight: 4. *Friedel and Staff*

**\*PHS-330(B). Pharmacological Basis of Clinical Medicine.** This course consists of a detailed analysis of the mechanism of action and rationale for use of pharmacologic agents in disease states. Terms: 1 and 2. Weight: 4. *Schanberg and Staff*

**\*PHS-331(B). Laboratory Methods in Pharmacology.** Tutorial laboratory training will be given in various fields of pharmacology, including neuropharma-

cology, cardiovascular pharmacology, biochemical pharmacology, and biophysical pharmacology. Certain special laboratory sessions will be conducted at the Wellcome Research Laboratories, Research Triangle Park. Every term. Weight: 3 per 8 weeks. *Narahashii, Maxwell, and Staff*

**\*PHS-372(B). Research in Physiology and Pharmacology.** Laboratory investigation in various areas of physiology and pharmacology. Every term. Weight: 2 to 8 per 8 weeks. *Gunn and Staff*

**\*PHS-393(B). Integrative and Clinical Neurophysiology and Neuropharmacology.** Aspects of the physiology and pharmacology of the central nervous system in health and in disease: sensory coding; reflex functions; motor control; effects of drugs on the CNS; physiological aspects of memory. Terms: 3 and 4. Weight: 3 or 4. *Somjen and Staff*

**\*PHS-395(B). Biochemical Pharmacology.** Emphasis on mechanism of action of drugs in the areas of (1) metabolism and toxicology; (2) antibiotics; (3) steroids; (4) antimetabolites and oncolytic agents; (5) embryology and development; (6) hematopoietic system and porphyrins; (7) lipids and carbohydrates; (8) membrane structure and function; (9) ground substance (mesenchyme). Lectures will be selected from the above areas and will correlate the material in terms of clinical significance. (See also \*BCH-395B.) Terms: 1 and 2. Weight: 1 per 8 weeks. *Lack, Posner, Elford, Kirshner, Kamin, Hitchings, Elion, Welch, Appel, Rosse, and Nichol*

**\*PHS-401(B). Metabolic and Developmental Physiology and Pharmacology.** Cell division and control of the cell cycle; population dynamics; physiology of subcellular organelles such as nuclei, mitochondria, lysosomes, and peroxisomes; metabolic regulation with respect to temperature adaptation and to variations in exogenous substrates; control of development and differentiation in eukaryotic cells. Terms: 1 and 2. Weight: 3. *Blum, Padilla, and Staff*

**\*PHS-403(B). Endocrinology and Reproduction.** Current concepts of biosynthesis, secretion, and mechanisms of action of hormones. Structural relationships and endocrine regulation at cellular, organ, and higher integrative levels. Structure and function of male and female reproduction systems including hormonal mechanisms in pregnancy and parturition. (Also listed as \*ANA-403B.) Terms: 3 and 4. Weight: 3. *Anderson, Everett, and Fellows*

**\*PHS-411(B). Molecular and Cellular Bases of Development and Differentiation.** This course is the lecture and seminar series of the Development and Differentiation Study Program, DDS-201(B), *without* the laboratory of that course. See DDS-201(B) for the objectives and description. Terms: 1 and 2. Weight: 3 to 4. *McCarty, Luftig, Counce, Padilla, Harris, Sommer, Moses, Kaufman, Bolognesi, Graf, and Johnson*

**\*PHS-414(B). Analysis of Physiological Systems.** Several physiological systems will be analyzed in detail using a combination of classical mathematical analysis, model-building, and newer analog and digital techniques. Topics to be covered include diffusion processes, steady state and transient kinetics, nerve membrane, and cable equation. Terms: 3 and 4. Weight: 3. *Moore, Blum, and Staff*

**\*PHS-420(B). Cellular Immunophysiology.** The interaction of immunologically active macromolecules such as antibodies or plant agglutinins with membrane surfaces and the resulting effects on membrane function and cell physiology with

be the principal topics of the course. Emphasis will be placed on immune reaction mediated permeability changes in red blood cells and certain nucleated mammalian cells as well as antibody induced alterations of enzyme activities. (See also \*MIC-420B.) Terms: 3 and 4. Weight: 2. *Lauf and Staff*

## Psychiatry

J. P. Gibbons Professor: Ewald W. Busse, M.D. (Washington Univ., 1942), *Chairman*.

### DIVISION OF CHILD PSYCHIATRY

Professor: John A. Fowler, M.D. (Bowman Gray, 1946), *Head*.

Associate Professors: Ila H. Gehman, Ed.D. (Pennsylvania, 1947), Harold J. Harris, M.D. (Long Island Med. Coll., 1949), Charles R. Keith, M.D. (Harvard, 1961).



Assistant Professors: Marcelino Amaya, M.D. (Univ. of Nacional Autonoma de Mexico 1954), William B. Anderson, M.D. (Minnesota, 1948), Thomas M. Haizlip, M.D. (North Carolina, 1958), J. David Jones, M.D. (Duke, 1954), Preston A. Walker, M.D. (Med. Coll. of South Carolina, 1959).

Associate: Karl W. Stevenson, M.D. (Bowman Gray, 1966).

Clinical Associate: Lucy T. Davis, Ed.D. (Columbia, 1955).

Instructor: Cesar Guajardo, M.D. (Universidad de Neuvo Leon, 1961).

## **DIVISION OF ELECTROENCEPHALOGRAPHY AND CLINICAL NEUROPHYSIOLOGY**

Professor: William P. Wilson, M.D. (Duke, 1947), *Head*.

Professor: Everett H. Ellinwood, M.D. (North Carolina, 1959).

Clinical Assistant Professor: Marvin J. Short, M.D. (Duke, 1962).

Research Associate: Abraham Sudilovsky, M.D. (Buenos Aires, 1964).

## **Geropsychiatry**

Professors: Eric A. Pfeiffer, M.D. (Washington Univ., 1960), Adriaan Verwoerdt, M.D. (Med. School of Amsterdam, 1952).

Associate Professors: Daniel T. Gianturco, M.D. (Buffalo, 1960), Hsioh-shan Wang, M.D. (National Taiwan Univ., 1953).

Assistant Professors: Daniel T. Peak, M.D. (Wisconsin, 1959), Dietolf Ramm, Ph.D. (Duke, 1969), Alan D. Whanger, M.D. (Duke, 1956).

Associate: Roy V. Varner, M.D. (North Carolina, 1962).

## **DIVISION OF HIGHLAND HOSPITAL**

Associate Professor: Charles W. Neville, Jr., M.D. (Vanderbilt, 1956), *Head*.

Associate Professor: Duilio Giannitrapani, Ph.D. (Clark, 1953).

Assistant Professors: Marie Baldwin, M.D. (Med. Coll. of South Carolina, 1929), Jacl W. Bonner, M.D. (Southwestern, 1965), Hal G. Gillespie, M.D. (Med. Coll. of South Carolina, 1964), Dale T. Johnson, Ph.D. (Vanderbilt, 1966).

Associates: Harold R. Gollberg, M.D. (Texas, 1966), James C. Green, M.D. (Illinois, 1965), Elizabeth B. Harkins, M.S.W. (Pittsburgh, 1938), Robert E. Huffman, M.D. (Tennessee, 1963), Anne E. Sagberg, M.D. (Oslo, 1947), Thomas A. Smith, M.D. (Tennessee, 1955).

Instructors: Joyce Bracewell, M.S.W. (Florida State, 1964), Thomas J. DeMartini, M.S.W. (Tulane, 1971), Thomas R. Faschingbauer, Ph.D. (North Carolina, 1973), Terrol W. Fox, M.S.W. (Florida State, 1965), Joan S. Grimes, M.S.W. (North Carolina, 1970), George B. Ingle, Jr., M.S.W. (Tulane, 1971), Helen G. Johnson, M.S.W. (Pittsburgh, 1946), Vesta M. Neale, M.S.W. (Bryn Mawr, 1962), Shirley C. Singleton, M.S.W. (Michigan, 1958), Olin D. Wilson, M.S.W. (Florida State, 1968).

## **DIVISION OF INPATIENT SERVICES**

Professor: Frederick R. Hine, M.D. (Yale, 1949), *Head*.

Professors: Bernard Bressler, M.D. (Washington Univ., 1942), Hans Lowenbach, M.D. (Hamburg Univ., 1930), John M. Rhoads, M.D. (Temple, 1943).

Associate Professor: George A. Silver, M.D. (Duke, 1938).

Assistant Professors: Johnnie L. Gallemore, Jr., M.D. (Emory, 1964), Robert O. Friedel, M.D. (Duke, 1964), Z. Daniel Pauk, M.D. (Iowa, 1956).

Assistant Clinical Professor: Pedro J. Irigaray, M.D. (Univ. of Mexico, 1955).

Instructor: Elliott B. Hammett, M.D. (Duke, 1966).

## **DIVISION OF MEDICAL PSYCHOLOGY**

Associate Professor: W. Doyle Gentry, Ph.D. (Florida State, 1969), *Head*.

Professors: Irving E. Alexander, Ph.D. (Princeton, 1949), Lloyd J. Borstelmann, Ph.D. (California, 1950), Robert C. Carson, Ph.D. (Northwestern, 1957), Martin Lakin, Ph.D. (Chicago, 1955), Walter D. Obrist, Ph.D. (Northwestern, 1950), Larry W. Thompson, Ph.D. (Florida State, 1961).

Associate Professors: Edward Clifford, Ph.D. (Minnesota, 1954), Herbert F. Crovit, Ph.D. (Duke, 1960), Arnold D. Krugman, Ph.D. (Kentucky, 1952).

Assistant Professors: Elaine K. Crovitz, Ph.D. (Duke, 1964), C. Drew Edwards, Ph.D. (Florida State, 1972), Mary M. Huse, Ph.D. (Duke, 1959), Irwin Kremen, Ph.D. (Harvard, 1961), Gail R. Marsh, Ph.D. (Iowa, 1968), David W. Novak, Ph.D. (Kentucky, 1968), Susan S. Schiffman, Ph.D. (Duke, 1970), W. Derek Shows, Ph.D. (Duke, 1967), Russell F. Tomlinson, Ph.D. (Florida, 1957).

Assistant Clinical Professor: Mary W. Haynes, Ph.D. (George Peabody Coll., 1966).

Associates: Robert L. Balster, Ph.D. (Houston, 1970), Charles D. Gasswint, Ph.D. (Oklahoma, 1968), Cebrun Gaustad, Ph.D., (North Carolina, 1970), Paul M. Kirwin, Ph.D. (Texas, 1968), Richard B. Kramer, Ph.D. (Chicago, 1968), Richard A. Lucas, Ph.D. (North Carolina, 1972), Gerard J. Musante, Ph.D. (Tennessee, 1971), Linda C. Wyrick, Ph.D. (Arizona, 1971).

Research Associates: Patricia E. Sinicrope, M.A. (Wake Forest, 1970), Frances L. Vilkie, M.A. (Mississippi, 1960).

## **DIVISION OF MEDICAL SOCIOLOGY**

Professor: George L. Maddox, Ph.D. (Michigan, 1956), *Head*.

Professors: Kurt W. Back, Ph.D. (Massachusetts Instit. of Tech., 1949), John C. McKinney, Ph.D. (Michigan State, 1953), Erdman B. Palmore, Ph.D. (Columbia, 1959).

Associate Professor: Jacquelyne J. Jackson, Ph.D. (Ohio State, 1960).

Assistant Professor: Mary Lee Brehm, Ph.D. (North Carolina, 1966).

Research Associate: Gerda G. Fillenbaum, Ph.D. (London, 1966).

## **DIVISION OF OUTPATIENT SERVICES**

Associate Professor: Charles E. Llewellyn, Jr., M.D. (Med. Coll. of Virginia, 1946), *Head*.

Assistant Professors: James H. Carter, M.D. (Howard, 1966), John G. Giragos, M.D. (American Univ. of Beirut, 1963), Kenneth Rockwell, M.D. (Duke, 1961).

Visiting Assistant Clinical Professor: Robert D. Phillips, M.D. (Pennsylvania, 1952).

Associates: David M. Hawkins, M.D. (Duke, 1966), Soong H. Lee, M.D. (Seoul National Univ., 1963).

## **DIVISION OF PSYCHOSOMATIC MEDICINE**

Professor: John B. Reckless, M.B., Ch.B. (Univ. of Birmingham, England, 1954), *Head*.

Professor: Joseph B. Parker, Jr., M.D. (Tennessee, 1941).

Associate Professors: Marianne S. Breslin, M.D. (Medical Academy, Duesseldorf, Germany, 1946), C. William Erwin, M.D. (Texas, 1960).

Assistant Professor: Redford B. Williams, Jr., M.D. (Yale, 1967).

## **DIVISION OF PSYCHIATRIC SOCIAL WORK**

Assistant Professor: Martha L. Wertz, M.S.W. (Tulane, 1952), *Head*.

Associate Professor: Maurine B. LaBarre, M.S.W. (Bryn Mawr, 1934).

Assistant Professor: S. Kathryn Barclay, M.S.W. (Tulane, 1946).

Associates: Judith S. Altholz, M.S.W. (Chicago, 1969), Hallie M. Coppedge, M.S.W. (North Carolina, 1948), Chancellor B. Driscoll, M.S.S.W. (Louisville, 1951), Maxine R. Fowers, M.S.W. (Columbia, 1964), Frederica C. Harrison, M.S.W. (Atlanta Univ., 1962), Eleanor deG. Heath, M.S.W. (North Carolina, 1967), Dorothy K. Heyman, M.S.W. (Pennsylvania, 1940), Grace H. Polansky, M.S.W. (Western Reserve, 1949), William D. Sudduth, M.S.W. (Minnesota, 1960), Lily P. Wang, M.S.W. (North Carolina, 1959).

Instructors: Betty P. Busko, M.S.S. (Bryn Mawr, 1971), Patricia D. Hall, M.S.W. (North Carolina, 1967), Frances M. Martin, M.S.W. (North Carolina, 1968), Mayda Ann Odell, M.S.W. (New York Univ., 1972).

## **DIVISION OF VETERANS ADMINISTRATION**

Professor: Robert L. Green, Jr., M.D. (Hahnemann, 1946), *Head*.

Professor: William W. K. Zung, M.D. (Texas, 1961).

Associate Professor: Demmie G. Mayfield, M.D. (Texas, 1958).

Assistant Professors: W. Edwin Fann, M.D. (Med. Coll. of Alabama, 1959), James I. Nash, M.D. (Duke, 1966).

Associates: Jesse O. Cavenar, M.D. (Arkansas, 1963), C. Bryan Norton, M.D. (Duke 1966), David W. Robinson, Jr., M.D. (Michigan, 1962), Michael R. Volow, M.D. (Seton Hall, 1964).

## Required Course

**PSC-201**—required during the second year—is a seven-week clerkship in clinical psychiatry. The student assumes limited responsibility, under supervision for diagnosis and treatment of patients on the psychiatric wards, psychiatric outpatient clinic, and psychosomatic consultation services on non-psychiatric wards of the hospitals. Supervision is directed toward the significant application of concepts of diagnosis, psychopathological formulation, and therapy through descriptive organic directive and the psychoanalytic-psychosocial-psychotherapeutic contributions to current psychiatric thought. Supervision is also provided to develop interpersonal techniques of sensitive observation and therapeutic use of self. Emphasis is placed upon concepts and techniques applicable to all patients as well as psychiatric patients. Didactic instruction includes seminars on symptomatic, characterological and psychophysiological neurotic conditions, the major psychoses, psychiatric problems of childhood, adolescence and late life, drug and somatic therapies, the psychotherapies, and introductory electroencephalography. In addition to rounds and case conferences, students are encouraged to observe psychotherapy and participate in supervised psychological treatment whenever appropriate situations can be provided.

## Electives

**PSC-202(B). Philosophy of Science and Behavioral Sciences.** Survey of current theories of knowledge, particularly as they relate to the special complex problems of empirical meaning, objectivity, measurement, and verification in studies of human behavior. Consideration is also given to the mind-body problem. Term 2. Weight: 1. *Hine*

**PSC-203(B). Experimental Design in Behavioral Research.** Discussion of research strategies in behavioral and social sciences. Particular emphasis will be upon the analysis and criticism of experimental design as it applies to behavioral research with a focus upon the validity of research findings and their generalizability. Term: 3. Weight: 1. *Carson*

**PSC-213(B). Human Development I: Birth-Adolescence.** A survey of psychological development from birth to adolescence in terms of sequential emergence of major behavioral systems. Terms: 1 or 3. Weight: 2. *Borstelmann and Clifford*

**PSC-214(B). Human Development II: The Later Years of Life.** A review of selected biological, psychological, and social aspects of development at the end of the life cycle. Terms: 2 or 4. Weight: 2. *Maddox and Busse*

**PSC-215(B). Comparative Personality Theory.** An examination of models of human functioning from Freud to the present. Topics will include examples from psychoanalytic, interpersonal, field theoretical, and behavioristic approaches. Term 3. Weight: 1. *Crovitz and Krugman*

**PSC-216(B). Intelligence and Cognition.** Description of role of intelligence and cognition in behavior. Theories of intellectual functioning. Introductory

to measurement of abilities. Effects of genetics, experience, age and illness upon intelligence. Term: 4. Weight: 2. *Psychiatry Staff*

**PSC-223(B). Biological Correlates of Behavior.** A survey of current concepts of genetic, anatomical, physiological, neurochemical, and pharmacological factors affecting perception, cognition, feeling states, states of awareness, and memory is presented. The course includes an analysis of autonomic nervous system conditioning and an introduction to psychophysiological methods. The course also involves laboratory demonstrations, experiments and discussions of principles presented in lectures. Also listed as PHS-223(B). Terms: 1 and 2. Weight: 4. *Friedel and Staff*

**\*PSC-238(B). The Electroencephalogram and Psychological Function.** A survey of the literature on brain wave correlates of intelligence, personality, behavior disorders, epilepsy, sleep, sensory stimulation, conditioning, and learning. Lectures and laboratory demonstrations are included. (Also listed as Psychology 238 in the *Graduate School Bulletin*.) Terms: 3 and 4. Weight: 3. *Obrist*

**PSC-293(B). Learning Theory and Psychopathology.** An understanding of learning theory as applied to human behavior and its normal and pathologic aspects. Term: 3. Weight: 2. *Musante*

**PSC-299(B). Preceptorship in Behavioral Science.** Opportunity for the student to work closely with a member of the faculty in an area of mutual interest with emphasis upon research. Every term. Weight: 1 to 8. *Friedel, Brehm, Thompson, and Staff*

**PSC-303(B). Developmental Disabilities.** Basic survey of the psychology of child development focusing upon the multiple problems posed by developmental disability during early childhood. Implications for medical practice, education, research, and program development. Terms: 1, 2, or 3. Weight: 2. *Headrick*

**PSC-305(B). Social and Cultural Aspects of Illness.** Seminar on medical-social roles in community and hospital. Topics include physician-patient relationship; epidemiology of illness and health services in terms of ecology, social stratification, race, life cycle. Students wishing further work in one particular topic, such as Negro sub-culture or gerontology, should take PSY-299(B) specifying particular interest. May be taken in conjunction with PSC-230(C), PSC-251(C). Term: 3. Weight: 3. *Maddox, Palmore, and Jackson*

**PSC-227(C). Behavioral Aspects of Pediatric Illness.** The purpose of this course is to introduce the student to the emotional aspects of sick children. Experience will include the impact on the family as well as the psychic and somatic adjustments of the child. (See also PED-227C.) Every term. Weight: 3 to 6. *Jones, Stevenson, Edwards, and Mrs. Driscoll*

**PSC-234(C). Clinical and Experimental Psychopharmacology.** Experience in one or more areas of psychopharmacology including clinical use of drugs, human experimental psychopharmacology and animal neuropharmacology. Lectures covering mechanisms of action and clinical use of psychoactive drugs. Terms: 2 or 3. Weight: 3. *Mayfield, Ellinwood, and Wilson*

**PSC-240(C). Inpatient Psychiatry: Environmental and Somatic Therapy.** Intensive clinical course—diagnosis, treatment, and management methods. Patient care responsibilities including management of ward milieu and experience with

somatic, individual, and group psychotherapy. Diagnosis, psychodynamics, selected patient conferences and didactic lectures. Student given more clinical responsibility than in sophomore year. If desired, may arrange for special reading tutorial in related topics, (e.g., schizophrenia). Every term. Weight: 8, 6, or 3. *Green and Hine*

**PSC-243(C). Principles and Practice of Outpatient Psychiatry.** Training and experience in recognizing and treating emotional disorders in outpatients. Supervised experience with patients having emotional problems commonly seen in medical practice. Training to include theory and techniques of brief psychotherapy, crisis intervention, supportive psychotherapy, and utilization of community resources, both at Duke Hospital and neighboring agencies. Every term. Weight: 3 to 8. *Llewellyn, Hawkins, Rockwell, and Giragos*

**PSC-245(C). Psychosomatic Medicine and Liaison Psychiatry.** This is a full-time rotation which is carried out within the Division of Psychosomatic Medicine. A variety of opportunities is available, both in consultations within the hospital and patients from other services, as well as the opportunity for research, both basic and applied in the area of psychosomatic medicine and psychophysiological research. Small group patient care conferences are held with specialized groups in the hospital and students may apply to sit in on one of Dr. Reckless' ongoing group therapy programs. Terms: 1, 2, 3, or 4. Weight: 8. *Reckless, Breslin, Williams, Gentry, Volow, and Robinson*

**PSC-251(C). Community Psychiatry and Mental Health.** The student will be assigned to a faculty member active in Community Mental Health consistent with the student's special interests such as, agency consultation, sociological studies, community health center operations, student mental health, suicide and crisis intervention, etc.; and his faculty instructor will work out a laboratory project and special areas of study. Terms: 1, 2, 3, or 4. Weight: 4 to 8. *Llewellyn, Mad-dox, Rockwell, Giragos, and Lowenbach*

**PSC-253(C). Group Psychotherapy.** Observation of an ongoing outpatient group psychotherapy program. Every term. Weight: 2 to 3. *Norton and Staff*

**PSC-255(C). Marriage Counselling in Medical Practice.** The principles and practices of marriage counselling will be taught. Required reading assignments will be made. The non-medical resources of marriage counselling will also be presented. Sexual problems commonly occurring in marriage will be discussed. Terms: 2 or 3. Weight: 1. *Llewellyn, Breslin, and Pfeiffer*

**PSC-259(C). Clinical Neurophysiology (EEG).** Didactic and tutorial training in clinical neurophysiology as it relates to diseases of the central nervous system. The technical and interpretative aspects of electroencephalography are taught. Every term. Weight: 3. *Wilson*

**PSC-261(C). Practice of Psychological Assessment Techniques.** Demonstrations and practice in the administration and in interpretation of psychological assessment techniques with emphasis on the potential utility of these techniques to physicians. Terms: 1, 2, 3, or 4. Weight: 1. *Huse and Staff*

**PSC-267(C). Clinical Child Psychiatry.** Survey of child and adolescent psychopathology including diagnostic treatment and consultative approaches. Conferences and seminars augment closely supervised clinical experiences. Terms: 1, 2, 3, or 4; or 1 and 2 or 3 and 4. Weight: 3 to 6. *Anderson*

**PSC-327(C). Lectures in Clinical Psychopharmacology.** The animal behavioral, human experimental, neurophysiological, and biochemical mechanisms of action and the clinical use of psychoactive drugs. This course will cover the ataractic, hypnotic, stimulant, anti-depressant, and hallucinogenic groups of drugs. Terms: 2 or 3. Weight: 1. *Mayfield and Ellinwood*

**PSC-333(C). Psychiatry Theory and Practice and Therapeutic Community in a Private Psychiatric Hospital.** Principles and practice of psychiatric diagnosis and treatment. Instruction in psychiatric interviewing techniques. Psychological testing theory and administration. Theory of and supervised experience in individual psychotherapy, group psychotherapy, psychodrama, occupational therapy, recreational therapy, and total management of the patient. Active involvement in hospital's therapeutic community. Board and lodging for single and married students furnished. Every term. Weight: 9. *Neville, Bonner, Gillespie, Green, Huffman, and Johnson*

**PSC-335(C). Research Preceptorship in Clinical Psychiatry.** This course allows the student to work on a research project in clinical psychiatry with selected members of the psychiatric staff. Terms: 1, 2, 3, or 4. Weight: 3 to 8. *Clinical Staff by Arrangement*

**PSC-337(C). Geriatric Psychiatry.** The medical and clinical aspects of geriatric psychiatry with emphasis on diagnosis and management of geriatric patients in a variety of treatment facilities. Course includes attendance at scheduled conferences and supervised review of geriatric literature. Course may be taken in conjunction with PSC-214(B), Personality Development II-Adolescence and Old Age. Terms: 1, 2, 3, or 4. Weight: 3 to 8. *Peak, Verwoerd, Wang, Palmore, and Staff*

**PSC-339(C). Preceptorships in Clinical Psychiatry.** An advanced training program in the preceptorship style for the recognition, diagnosis, prognosis and treatment of psychiatric disorders. Experience will be mainly with inpatients and patients seen in consultation from other services but may include outpatients as well. Terms: 1, 2, 3, or 4. Weight: 3 to 8. *Clinical Staff*

**PSC-343(C). Theoretical and Practical Aspects of Alcohol and Drug Abuse.** The personality and sociocultural aspects of the drug and alcohol abuser are considered in depth. A student is taught the neuropharmacology of drug and alcohol abuse and is instructed in laboratory and research techniques with this population. He is offered a chance to engage in treatment of the abuses. Terms: 3 or 4. Weight: 4 to 8. *Ellinwood, Mayfield, Balster, Maddox, and Rockwell*

**PSC-351(C). Clinical Use of Computers in Psychiatry.** The course will re-familiarize with Fortran, the use of the IBM 1130, the use of the IBM, Conversational Programming System, and the Psychiatric Information Network. Term: 2 or 3. Weight: 2. *Gianturco and Ramm*

**PSC-353(C). Prison Psychiatry—Adult and Adolescent.** Part-time or full-time work in a prison setting is offered. Diagnosis and treatment of adult and adolescent offenders with a variety of mental and physical illnesses and behavioral disturbances are emphasized. Elements of forensic psychiatry are stressed where appropriate. Supervision is provided by Duke and UNC consultants and the Central Prison Hospital and Mental Health Staff. Opportunities for participation in a wide range of original and ongoing research are available. Every term. Weight: 2 to 9. *Gallemore, Smith, Owen, and Kaye*

**PSC-355(C). Clinical Experience in Psychotherapy.** A student who undertakes the psychotherapy of a psychiatric patient may obtain credit for this experience provided he can obtain the services of a psychiatric faculty member to serve as supervisor for this experience. The arrangement should be confirmed with the fourth year clinical D. P. A. Every term. Weight: 1 to 3. *Psychiatric Staff*

**PSC-357(C). Behavior Therapy Seminar.** This experience will consist of a review of pertinent literature in the areas of behavior therapy and behavior modification, a periodic review of the cases currently under treatment by members of the Psychiatry Department, and supervised involvement in a behavioral "token economy" program for chronic patients in a state facility. Term: 4. Weight: 1 to 2. *Gentry*

**PSC-361(C). Clinical Seminar.** Approach to diagnosis and treatment of psychiatric disorders. Term: 2. Weight: 1. *Lowenbach*

**PSC-365(C). Individual Psychotherapy Based on Psychoanalytic Theory.** Seminar concerning the theory and practice of individual psychotherapy involving reading, lecture, and discussion. If possible, ongoing discussion of student's cases will be utilized. Students will be encouraged to become involved in therapeutic work with an individual case. Terms: 1 and 2; 3 and 4. Weight: 1. *Pauk*

## Radiology

Professor: Richard G. Lester, M.D. (Columbia, 1948), *Chairman*.

### DIVISION OF DIAGNOSTIC RADIOLOGY

Assistant Professor: Arvin E. Robinson, M.D. (Med. Coll. of Virginia, 1964), *Director*.  
Professors: Richard G. Lester, M.D. (Columbia, 1948), George J. Baylin, M.D. (Duke 1937), William F. Barry, Jr., M.D. (Pennsylvania, 1946), John A. Goree, M.D. (Duke, 1955), Herman Grossman, M.D. (Columbia, 1953).

Associate Professors: James T. Chen, M.D. (National Defense Medical Center, 1950), John P. Jimenez, M.D. (Med. Coll. of Virginia, 1955), Irwin S. Johnsrude, M.D. (Univ. of Manitoba, 1956), John A. Gehweiler, M.D. (Duke, 1956), Reed P. Rice, M.D. (Indiana 1955), Robert McLelland, M.D. (Cincinnati, 1948).

Assistant Professors: James D. Green, M.D. (Tulane, 1964), Salutario J. Martinez, M.D. (Havana, 1961), George M. McCord, Jr., M.D. (Emory, 1965), Jerko Poklepovic, M.D. (Zagreb, 1965), Thomas T. Thompson, M.D. (Med. Coll. of Virginia, 1964).

Associate: John R. Olson, Jr., M.D. (Indiana, 1968).

### DIVISION OF RADIATION THERAPY

Professor: Patrick J. Cavanaugh, M.D. (St. Louis, 1951), *Director*.

Professor: John C. Evans, M.D. (Michigan, 1948).

Associate Professors: Boyd T. Worde, M.D. (Tennessee, 1947), Raymond U. Ph.D. (Kyoto Univ., Kyoto, Japan, 1970).

Assistant Professor: Norman Abramson, M.D. (Temple, 1962).

### DIVISION OF NUCLEAR MEDICINE

Professor: Jack K. Goodrich, M.D. (Tennessee, 1953), *Director*.

Associate Professors: Jack D. Davidson, M.D. (Columbia, 1943), Craig C. Harris, M.S.E.E. (Tennessee, 1951), Robert H. Wilkinson, Jr., M.D. (Washington Univ., 1958), Joseph B. Workman, M.D. (Maryland, 1946).

Assistant Professors: William H. Briner, B.S. (Temple, 1954).

Associates: Frederick P. Bruno, M.S. (Florida, 1956), Elizabeth Blackburn, B.S., R.T. (Madison, 1954).

## Required Course

**RAD-200**—the basic course in radiology for all medical students—is given during the second year. The course consists of weekly two hour lecture-demonstrations presented by members of the radiology senior staff to provide a broad exposure to the entire field of radiology including diagnostic radiology, therapeutic radiology, and nuclear medicine. Although the course consists chiefly of an introduction to the specialty of radiology, the fundamentals of chest radiography are particularly emphasized.

## Electives

**RAD-227(B). General Radiobiology.** Basic fundamentals essential to an understanding of biological effects of ionizing radiation. Major sections include radiation physics, radiation dosimetry, target theory and activated water theory in radiation damage, oxygen effect, radiobiochemistry, subcellular effects, tissue radio-sensitivity, general radiation syndrome. Term: 3. Weight: 2. *Sanders, Currie, Till, and Evans*

**RAD-207(C). Pediatric Radiology.** A specialized program of instruction and participation in the wide variety of radiographic examinations in the pediatric age group. Special correlation of these examinations to the problems of specific diagnosis and patient care will be made. Student is to meet with D.P.A. prior to registering for any of the clinical electives in radiology. Every term. Weight: 4. *Grossman and Robinson*

**RAD-209(C). Clerkship in Neuroradiology.** A specialized program of detailed instruction in neuroradiology. The program includes participation in the performance and interpretation of a variety of examinations including carotid arteriography, retrograde brachial arteriography, pneumoencephalography, myelography and others. Student is to meet with D.P.A. prior to registering for any of the clinical electives in radiology. Every term. Weight: 4. *Goree, Jimenez, and Staff*

**RAD-215(C). Clinical Radiation Therapy.** Approximately two-thirds of new cancer patients seen at the Medical Center are concentrated within the Division of Radiation Therapy. The course mainly provides an opportunity to observe a wide spectrum of clinical behavior in new patients, follow-up clinic, and cases undergoing treatment. The course is aimed particularly at students leaning toward gynecology, otolaryngology as well as general surgery. Student is to meet with D.P.A. prior to registering for any of the clinical electives in radiology. Every term. Weight: 4 to 8. *Cavanaugh, Worde, Evans, Abramson, and McCrea*

**RAD-229(C). Basic Radiology Clerkship.** The radiology clerkship is designed to provide maximum flexibility for the student desiring exposure to the general field of radiology or to certain other subdivisions. The student may elect to study in several of the sections for a broad exposure or may choose to concentrate in a single area of particular interest. The sections participating in the clerkship include: general diagnostic radiology, pediatric radiology, GI radiology, GU radiology, nuclear medicine, neuroradiology, cardiovascular radiology, and clinical radiation therapy.

The program includes observation and participation in the performance and interpretation of the various routine and special procedures with correlation of these examinations to the problems of specific diagnosis and patient care. There is

flexibility as to full- or part-time course participation. All applicants for this course are to meet with the departmental professional adviser prior to registering and work out the program that best meets the student's interest and schedule. The student is expected to attend departmental conferences. Every term. Weight: 4 to 8  
*Lester and Staff*

## Surgery

James B. Duke Professor: David C. Sabiston, Jr., M.D. (Johns Hopkins, 1947)  
*Chairman.*

### DIVISION OF GENERAL AND THORACIC SURGERY

Professors: William W. Shingleton, M.D. (Bowman Gray, 1943), *Chief of Division of General Surgery*; Will C. Sealy, M.D. (Emory, 1936), *Chief of Division of Thoracic Surgery*.

Professors: D. Bernard Amos, M.D. (Guys Hospital, London, 1963), *Experimental Surgery*; William G. Anlyan, M.D. (Yale, 1949); Eugene D. Day, Ph.D. (Delaware, 1952), *Experimental Surgery*; Keith S. Grimson, M.D. (Rush, 1934); Norman Kirshner, Ph.D. (Pennsylvania, 1952), *Experimental Surgery*; William P. J. Peete, M.D. (Harvard, 1947); Raymond W. Postlethwait, M.D. (Duke, 1937), *Chief of Surgery, V.A. Hospital, Durham*; Donald Silver, M.D. (Duke, 1955); Delford L. Stickel, M.D. (Duke, 1953), *Associate Director (Medical) of Duke Hospital*; W. Glenn Young, Jr., M.D. (Duke, 1948).

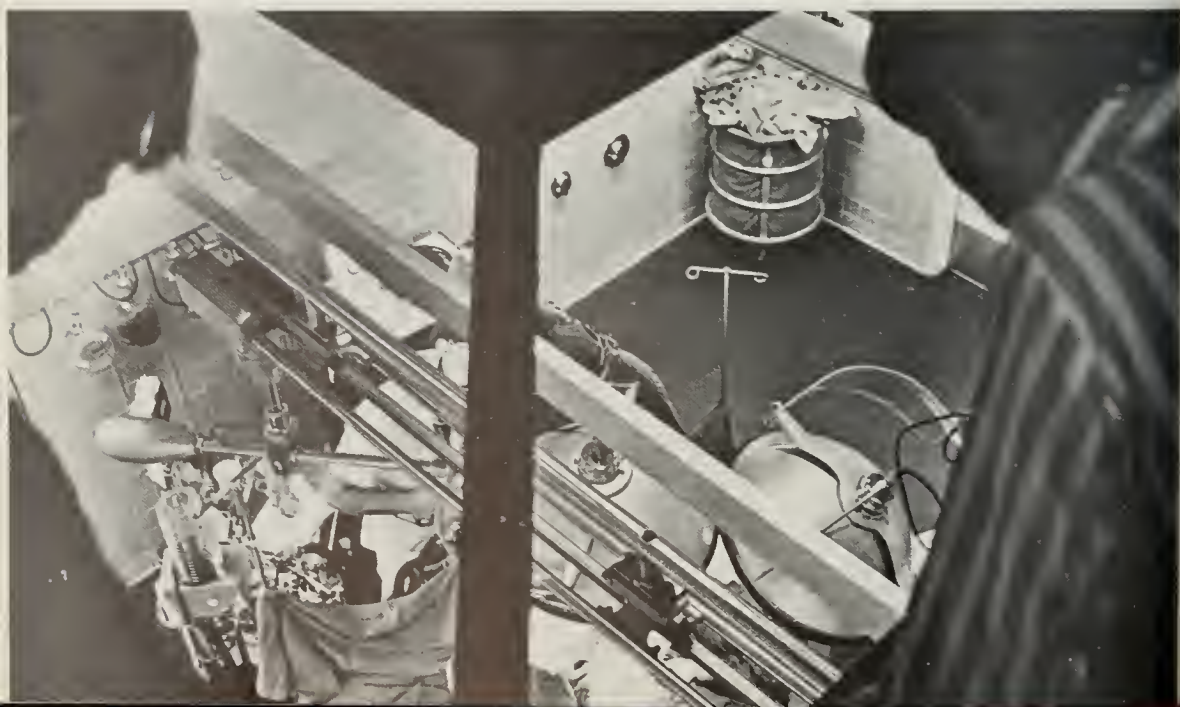
Associate Professors: Dani P. Bolognesi, Ph.D. (Duke, 1964), *Experimental Surgery*; R. Scott Jones, M.D. (Texas, 1961); H. Newland Oldham, Jr., M.D. (Baylor, 1961); Norma F. Ross, D.D.S. (Temple, 1937), *Dentistry*; Hilliard F. Seigler, M.D. (North Carolina, 1960); Wirt W. Smith, M.D. (Texas, 1951), *Experimental Surgery*; Samuel A. Wells, Jr., M.D. (Emory, 1961).

Associate Clinical Professors: James E. Davis, M.D. (Pennsylvania, 1943); William F. Hollister, M.D. (Duke, 1939); Timothy Takaro, M.D. (New York Univ., 1943).

Assistant Professors: Robert W. Anderson, M.D. (Northwestern, 1964); Darrell E. Bigner, M.D. (Duke, 1965), *Experimental Surgery*; Per-Otto F. Hagen, F.H.W.C. (Watson Univ., Edinburgh, Scotland, 1961), *Experimental Surgery*; F. M. Simmons Patterson, M.D. (Pennsylvania, 1939); Frances F. Ward, Ph.D. (Brown, 1965), *Experimental Surgery*; Walter G. Wolfe, M.D. (Temple, 1963).

Assistant Clinical Professors: F. Maxton Mauney, Jr., M.D. (Duke, 1959); H. Ma Schiebel, M.D. (Johns Hopkins, 1933); Stewart M. Scott, M.D. (Baylor, 1951); Douglas H. Stone, M.D. (Harvard, 1937); Charles D. Watts, M.D. (Howard Univ., 1943).

Associates: Dorothy W. Beard, R.N. (Vanderbilt, 1929), *Experimental Surgery*; Robert W. Green, Ph.D. (Hawaii, 1969); Don D. Mickey, Ph.D. (Louisiana State, 1969); C. Lirwood Puckett, M.D. (Bowman Gray, 1966); Ralph E. Snider, D.D.S. (Ohio State, 1948), *Dentistry*.



Clinical Associates: John C. Kouns, D.D.S. (Emory, 1937), Dentistry; Nathan Schupper, D.D.S. (Pittsburgh, 1932), Dentistry; E. Wilson Staub, M.D. (Northwestern, 1957).

Clinical Instructors: Albert H. Bridgman, M.D.; Gordon M. Carver, Jr., M.D.; Hugo L. Deaton, M.D.

Research Associates: Ruth Georgiade, M.A.; Ryotaro Ishizaki, Ph.D.; Alphonse J. Langlois, Ph.D.; Marguerite Alberta Thiele, A.B.

## DIVISION OF NEUROSURGERY

Professor: Guy L. Odom, M.D. (Tulane, 1933), *Chief*.

James B. Duke Professor: Barnes Woodhall, M.D. (Johns Hopkins, 1930).

Associate Professor: Blaine S. Nashold, M.D. (Louisville, 1949).

Assistant Professors: Wesley A. Cook, Jr., M.D. (Oregon, 1963); M. Stephen Mahaley, M.D. (Duke, 1959), Ph.D. (Duke, 1959).

Associate: Richard S. Kramer, M.D. (Duke, 1962).

## DIVISION OF ORAL SURGERY

Professor: Nicholas G. Georgiade, D.D.S., M.D. (Duke, 1949), *Chief*.

Clinical Instructors: Claude J. Hearn, D.D.S.; Glenn A. Lazenby, D.D.S.; Jere E. Roe, D.D.S.

## DIVISION OF ORTHOPAEDIC SURGERY

Professor: J. Leonard Goldner, M.D. (Nebraska, 1943), *Chief*.

Professors: Frank W. Clippinger, M.D. (Washington Univ., 1952); Donald E. McCollum, M.D. (Bowman Gray, 1953).

Associate Professor: Frank H. Bassett, III, M.D. (Louisville, 1957).

Associate Clinical Professors: Everett I. Bugg, Jr., M.D. (Johns Hopkins, 1937); John Glasson, M.D. (Cornell, 1943).

Assistant Professors: Benjamin L. Allen, M.D. (Duke, 1964); James R. Urbaniak, M.D. (Duke, 1962).

Assistant Clinical Professors: Ralph W. Coonrad, M.D. (Duke, 1947); C. Robert Lincoln, M.D. (Med. Coll. of Virginia, 1960); Robert E. Musgrave, M.D. (Tennessee, 1946); Frank H. Stelling, III, M.D. (Georgia, 1938); Howard A. Wright, M.D. (New York Univ., 1943).

Clinical Associates: Delos W. Boyer, M.D. (George Washington, 1950); Shankar N. Kapoor, M.D. (King George's Med. Coll., Lucknow, India, 1935); Glendall L. King, M.D. (Washington Univ., 1955), Ph.D. (Illinois, 1949); Leslie C. Meyer, M.D. (Nebraska, 1943); Ronald A. Pruitt, M.D. (Med. Coll. of Virginia, 1959).

Clinical Instructor: William J. Callison, M.D.

Clinical Lecturers: George R. Miller, M.D.; William McK. Roberts, M.D.

## DIVISION OF OTOLARYNGOLOGY

Professor: William R. Hudson, M.D. (Bowman Gray, 1951), *Chief*.

Associate Professor: Patrick D. Kenan, M.D. (Duke, 1959).

Assistant Professors: John H. Casseday, Ph.D. (Indiana, 1970); T. Boyce Cole, M.D. (North Carolina, 1962); Joseph C. Farmer, Jr., M.D. (Duke, 1962).

Assistant Clinical Professors: George B. Ferguson, M.D. (Jefferson Med. Coll., 1932); Carl M. Patterson, M.D. (Maryland, 1944).

Associates: Burton B. King, M.A. (Northwestern, 1955); Robert G. Paul, Ph.D. (Oklahoma, 1969).

Clinical Associate: Thaddeus H. Pope, Jr., M.D. (North Carolina, 1957).

Instructors: Nicki M. Mulford, M.A., Susan M. Stewart, M.A.

Clinical Instructors: Seth G. Hobart, Jr., M.D.; William B. Inabnet, M.D.

## DIVISION OF PLASTIC AND MAXILLOFACIAL SURGERY

Professor: Kenneth L. Pickrell, M.D. (Johns Hopkins, 1935), *Chief*.

Professors: Nicholas G. Georgiade, D.D.S., M.D. (Duke, 1949); Galen W. Quinn, D.D.S. (Creighton, 1952), Orthodontics.

Associate Professors: Edward Clifford, Ph.D. (Minnesota, 1954); Raymond Massengill Jr., Ed.D. (Virginia, 1968), Speech Pathology.

Assistant Professors: Kenneth R. Diehl, D.M.D. (Emory, 1961), Orthodontics; Lawrence K. Thompson, III, M.D. (Duke, 1961).

Associate: Laura R. Love, Ph.D. (Texas, 1968), Speech Pathology.

## **DIVISION OF UROLOGIC SURGERY**

Professor: James F. Glenn, M.D. (Duke, 1953), *Chief*.

Professors: E. Everett Anderson, M.D. (Duke, 1958); John E. Dees, M.D. (Virginia 1933); James H. Semans, M.D. (Johns Hopkins, 1936).

Associate Professor: Robert A. Bonar, Ph.D. (California, 1953), Biophysics.

Associate Clinical Professor: Louis C. Roberts, M.D. (Duke, 1934).

Assistant Professors: James M. Eaton, Jr., M.D. (Emory, 1961); John H. Grimes, M.D. (Northwestern, 1965); David F. Paulson, M.D. (Duke, 1964).

Assistant Clinical Professors: A. James Coppridge, M.D. (Virginia, 1953); Jack Hughes, M.D. (Pennsylvania, 1943).

Clinical Associate: Stephen V. Kishev, M.D. (Univ. of Sofia, Bulgaria, 1946).

### **Required Course**

**SUR-200**—the required course—is given in the second year and consists of a seven-week clinical clerkship for each student, with the primary aim the presentation of those concepts and principles which characterize the discipline of surgery. Basic and objective studies which are the foundation of surgical diagnosis and treatment and clinical documentation are emphasized. These topics are presented in informal seminars three times weekly and include antisepsis and surgical bacteriology, wounds and wound healing, inflammation, fluid and electrolyte balance, shock, the metabolic response to trauma, biology of neoplastic disease, gastrointestinal physiology and its derangements, blood coagulation, thrombosis, and embolism.

The students are divided into small groups and each is assigned a senior surgical instructor. Rounds at the bedside are made three times weekly with the faculty. Each morning students attend clinical rounds with the resident staff for discussion of surgical diagnosis and therapeutics. A one-hour session daily is devoted to a surgical specialty demonstration including conferences in neurosurgery, orthopaedics, otolaryngology, plastic surgery, and urology. Students are assigned patients on the surgical wards for diagnosis and management.

### **Electives**

**SUR-201(C). Advanced Surgery—Emphasis Cancer.** Advanced concepts in surgery will be presented in seminars, and in ward, clinic, and operating room experiences. Fifty to 75 percent of the time will be devoted to clinical cancer and related basic topics, and the remainder to surgery generally. (Note: Seminars will be the same as in SUR-291. The student, therefore, may elect to take SUR-201 or 291 but not both.) Term: 1. Weight: 8; 2 for seminars only. *Shingleton, Wells, and Staff*

**SUR-202(C). Advanced Surgery—Emphasis Cardiovascular-Thoracic.** Advanced concepts in surgery will be presented in seminars, and in ward, clinic, and operating room experiences. Fifty to 75 percent of the time will be devoted to cardiovascular-thoracic surgery and related basic topics, and the remainder to surgery generally. Term: 2. Weight: 8; 2 for seminars only. *Sabiston, Anderson, Oldham, Sealy, Silver, Wolfe, and Young*

**SUR-203(C). Advanced Surgery—Emphasis Transplantation.** Advanced concepts in surgery will be presented in seminars, and in ward, clinics, and operating room experiences. Fifty to 75 percent of the time will be devoted to clinical transplantation and related basic topics, and the remainder to surgery generally. Term: 3. Weight: 8; 2 for seminars only. *Stickel, Seigler, Amos, and Staff*

**SUR-204(C). Advanced Surgery—Emphasis Gastrointestinal and Trauma (Patient Care).** Advanced concepts in surgery will be presented in seminars, and in ward, clinic, and operating room experiences. Fifty to 75 percent of the time will be devoted to surgery of the alimentary tract and trauma and related basic topics, and the remainder to surgery generally. Term: 4. Weight: 8; 2 for seminars only. *Peete, Grimson, Shingleton, Seigler, Thompson, Clippinger, Jones, and Puckett*

**SUR-219(C). Advanced General and Thoracic Surgery (V. A. Hospital).** Special attention will be given to those subjects in surgery common to all medical practices. Patients will be assigned to the students. The major emphasis will be on physiologic and pathologic changes, diagnosis, and the indications for operation. Every term. Weight: 8. *Postlethwait, Oldham, Silver, Seigler, Stickel, and Jones*

**SUR-221(C). Surgical Specialties and Ophthalmology (V. A. Hospital).** The student will attend selected conferences of all the surgical specialties and ophthalmology. Additionally he will select two or three of these specialties in which to concentrate experience (on one service at a time) in the operating rooms, clinics, and wards of the V. A. Hospital. Pathophysiology, diagnosis, and treatment will be emphasized. Every term. Weight: 8. *Postlethwait, Chandler, Cole, Dees, Thompson, Urbaniak, and Cook*

**SUR-222(C). Clinical Dentistry.** Normal and abnormal development of head and oral structures. Importance of teeth for mastication, speech, and esthetics. Pediatric to geriatric dental disease, its prevention, examination, diagnosis, and treatment. Surgical correction and clinical management of oral surgical problems. Clinical duty. Every term. Weight: 1. *Quinn, Ross, Collins, and Georgiade*

**SUR-223(C). Medical and Surgical Renal Disease.** Experience is offered in diagnosis and management of surgical diseases of the urinary tract and medical renal diseases with emphasis on clinical patient care. Participation in special urologic clinics and exposure to hemodialysis is offered with emphasis upon renal transplantation, renal failure, renovascular hypertension, and other aspects of medical and surgical disease. Every term. Weight: 8. *Glenn, Robinson, and Staff*

**SUR-227(C). Clinical Urologic Survey.** The diagnosis, management, and surgical treatment of patients with urologic disorders will be stressed. Students will be afforded intimate association with the entire staff in the clinics, wards, and operating rooms and will participate in surgery. Cystoscopic and urographic diagnostic methods along with other techniques will be taught. Every term. Weight: 8. *Glenn, Dees, Anderson, Grimes, and Staff*

**SUR-230(C). Seminar in Urologic Diseases and Techniques.** Lecture-seminar course by members of the staff in urology and radiology, providing an introduction to the spectrum of urologic diseases, amplified by demonstration of urologic and radiologic diagnostic methodology. Clinical problems to be stressed include endocrinopathies, pediatric urology, obstructive uropathies, renovascular hypertension, urinary calculi, and urologic malignancies. Informal seminars given

weekly. Every term. Weight: 2. *Glenn, Dees, Anderson, Barry, Semans, Grimes, and Staff*

**SUR-233(C). Basic Neurosurgery Course.** Disease conditions commonly encountered in neurosurgery are presented. Clinical presentation of a common neurological disorder such as brain tumor or head injury is made by a member of the staff. Clinical features and plan of diagnostic investigation are stressed. The clinical disorder is used as a focal point from which to carry the presentation into the basic science are related to the clinical problem. Terms: 1, 2, 3, or 4. Weight: 1. *Mahaley, Cook, and Kramer*

**SUR-235(C). Clinical Neurosurgery.** Course is designed for those students with future interest in the neurological sciences. Duties include the workup of clinic patients, assistants in the operating room, routine postoperative care, daily rounds, and night call. Weekly conferences are held in neurology, neuropathology, and neuroradiology, neurophysiology, and anatomy, and special lectures. Every term. Weight: 8. *Odom, Nashold, Mahaley, Cook, and Kramer*

**SUR-237(C). Investigative Neurosurgery.** The student is assigned a project relating to the neurological sciences and is provided with technical help, recording equipment, and experimental animals necessary for its completion. Each student plans and executes his own individual project, with the help of the neurosurgery staff. Weekly conferences are also attended. Terms: 1, 2, 3, or 4. Weight: 8. *Odom, Nashold, Mahaley, Cook, and Kramer*

**SUR-239(C). Clinical Otolaryngology.** This course will provide the student with a comprehensive survey of clinical otolaryngology. Duties will include participation in both outpatient clinic activities and inpatient care in addition to assisting in the operating room. The student will participate in ward rounds and in the various conferences held by the division. Every term. Weight: 3 or 6. *Hudson, Kenan, Cole, and Farmer*

**SUR-240(C). Otolaryngologic Seminar.** This conference and demonstration course will provide an introduction to a variety of clinical problems in otolaryngology. Lectures will be supplemented with case presentations illustrating problems encountered in this field. Every term. Weight: 1. *Hudson, Kenan, Cole, and Farmer*

**SUR-245(C). Reconstructive Plastic Surgery.** Study of broad principles of trauma, wounding, healing, and varied reparative processes. Every term. Weight: 6. *Pickrell, Georgiade, Thompson, and Staff*

**SUR-255(C). Medical Speech Pathology.** Diagnostic and rehabilitation treatment used with the patients at Medical Center, including articulation disorders, delayed speech development, cleft palate, stuttering, voice disorders, aphasia, cerebral palsy, language disorders, mentally retarded speech, lispings, oral inaccuracy, laryngectomy, and other disorders of speech not falling under one certain category. Every term. Weight: 1. *Massengill*

**SUR-259(C). General Principles of Orthopaedics.** A full or part-time experience on the Orthopaedic Service with duties and responsibilities similar to a junior intern. Inpatient care, outpatient examination, and operating room experience are included. Individual or group discussions each day with attending staff. The purpose of the course is to present broad concepts of orthopaedics to students planning general practice, pediatrics, allied surgical specialties, or orthopaedics.

Every term. Weight: 4 or 8; 2 for seminars only. *Goldner, Clippinger, McCollum, Bassett, Urbaniak, Allen, and Staff*

**SUR-261(C). Office and Ambulatory Orthopaedics.** A full- or part-time experience on the Orthopaedic Service with duties and responsibilities similar to a junior intern. Inpatient care, outpatient examination, and operating room experience are included. Individual and group discussions each day with attending staff. The purpose of the course is to offer clinical experience to students who have completed the seminar portion of Surgery 259C. Rotations will be similar to those of Surgery 259C. Terms: 2 or 4. Weight: 8. *Bassett, Clippinger, Goldner, McCollum, Urbaniak, Bugg, Coonrad, Kapoor, Lincoln, Glasson, and Allen*

**SUR-267(C). Clinical Conference in Cerebral Palsy.** Conference is arranged for those interested in neurological diseases, pediatrics, and related fields. These conferences demonstrate both the individual and group approach to the patient with complex neurologic condition as it affects both growth and development. Outpatients and inpatients are utilized for subject material. Staff personnel readily available for individual seminars. Terms: 1, 2, 3, or 4. Weight: 2 or 4. *Coonrad, Renuart, Goldner, Bassett, and North Carolina Cerebral Palsy Hospital Staff*

**SUR-275(C). Electromyography.** This course is an introduction to the theory, techniques, and practice of clinical electromyography. Conferences and demonstrations are the principle methods of instruction. The student participates in all phases of diagnostic study and learns the indications for use of electromyography as well as the interpretation of data. Every term. Weight: 2. *Clippinger, Urbaniak, and Orthopaedic Staff*

**SUR-277(C). Orthopaedic Research.** Individual projects are assigned for completion during a limited period of time. A student works with an investigator in the orthopaedic laboratory either at Duke Medical Center or the Durham Veterans Administration Hospital. Clinical investigative studies are also available at both institutions. Every term. Weight: 8. *Goldner, Urbaniak, Allen, Orthopaedic Senior Staff, and House Staff*

**SUR-281(C). Introduction to Fractures and Musculoskeletal Trauma.** Students will participate in the emergency management of patients through the Duke emergency room primarily, but also through Watts, Lincoln, and the Durham V. A. Hospitals. Principles of fractures in trauma will be given throughout the week at specified times and attendance at fracture clinic will be required. Every term. Weight: 3. *Entire Senior Staff at Duke and Watts, supervision by Dr. Goldner at Duke, Dr. Urbaniak at V. A., and Dr. Bugg at Watts*

**SUR-291(C). Cancer: CHS, MED, MIC, OBG, PED, PTH, RAD, and SUR Aspects.** Taught by an interdepartmental faculty, course consists of seminars in clinical and related basic aspects of oncology (6 hours a week); case presentation conferences (2 hours a week); and ward and clinic experiences in diagnosis and treatment (remaining time). The student elects one clinical department for the ward and clinic experiences. Terms: 1 and 3. Weight: 2 to 8. *Shingleton, Cavmaugh, Heyden, Johnston, Joklik, Laszlo, and Porter*

**SUR-299(C). Advanced Surgical Clerkship.** This course is structured to provide the student with a comprehensive approach to surgical disorders. Each student will choose to work in the clinics, on the wards, in the operating rooms and

in the laboratory, with one senior surgeon for eight weeks. Advanced concepts in surgery will be taught and problem-solving techniques will be demonstrated. Every term at discretion of instructor. (Student should make advanced arrangements with a specific instructor.) Weight: 8. *Sabiston, Jones, Oldham, Postlethwait, Sealy, Seigler, Shingleton, Silver, Stickel, or Young*

**SUR-301(C). Emergency Surgical Care.** Students desiring additional experience working with care of emergency surgical patients will be assigned to the emergency room three nights a week. They will participate in the diagnosis and care of acute and traumatic surgical emergencies. Every term. Weight: 3. *Lynn and Puckett*

## Special Interdisciplinary Training Programs

**BSP-201(B). Behavioral Sciences Study Program.** The focus of the study program will be to obtain an understanding of basic processes underlying human behavior. This will involve a year-long experience designed to familiarize the medical student with significant issues in the behavioral sciences and the methodology used to investigate such issues. Each student will be given the opportunity to focus on some determinant of human behavior, which may include biological, psychological, developmental, or social factors. The major portion of the student's time will be spent in closely supervised library or laboratory research in an area of the student's interest resulting in the preparation of a report of the work. A seminar series is also held, the students presenting topics chosen from proposed material, as well as a summary of their own work. Students enrolled in this program may take courses given in the Medical and Graduate Schools and it is expected that they will integrate and balance their work with some courses of general medical importance. The faculty for the BSP is in interdisciplinary group representing several departments of the Medical School and University and is involved in a broad range of interests in individual and group behavior. Every term. Weight: 9 per term. *Program Director—Friedel; Associate Directors—Brehm and Thompson*

**CVS-201(B). Cardiovascular-Respiratory Sciences Study Program.** The Study Program in Cardiovascular-Respiratory Sciences (CVS) is designed to offer third year students instruction for one academic year in basic sciences as applied to the understanding of the cardiovascular and respiratory systems in health and disease. The program is interdepartmental in nature and will constitute a full credit load for those students who participate. It is comprised of three parts that run concurrently.

1. Individual Tutorial. The student will identify with a senior member of the Medical School faculty who is participating in the program. The major part of the educational program for the student will be in the form of individual tutorials with this member of the staff. This tutorial may be full-time independent research or an intensive study experience for the student. The student and his tutor will develop a plan and will review it with the directors of the program.

2. Group Seminar. A seminar series will be developed, the purpose of which is to read and discuss selected papers and/or discuss problems and topics which arise in the course of the lectures or are complementary to them. Students will be active participants in the seminar, and through this mechanism it is hoped to integrate knowledge of cellular physiology and pharmacology into an understanding of organ system function and control.

3. Lecture Courses. The following courses are required: The Heart (207)

and Peripheral Circulation (205) and the Respiratory System (208) in health and disease. These courses in cardiovascular and respiratory physiology and pharmacology will present selected topics in cardiovascular and respiratory physiology and pharmacology including analysis and evaluation of experimental and clinical studies relating to selected diseases of the circulation, cardiac electrophysiology and arrhythmias, ventricular-atrial function, congenital disordered function and coronary blood flow, pulmonary mechanics, central and peripheral regulation of ventilation, pulmonary circulation and respiratory responses to exercise, altitude and hyperbaric environments. The above plan provides a structured and recommended curriculum design. Within this framework multiple pathways are available because of the concentration of effort in the tutorial experience. Tutorials can be arranged within any of the basic science departments or with individuals in clinical departments whose orientation or research is consistent with the goals of the program. Once a tutor is identified, added flexibility is gained by having the option to elect courses in addition to the required course in physiology and pharmacology, or to elect seminars in addition to the group seminar. Terms: 1, 2, 3, and 4. Weight: 9 per term. *Anderson, Greenfield, Johnson, McHale, Spach, Wallace, Renkin, Mills, Kylstra, Salzano, and Saltzman*

**DDS-201(B). Development and Differentiation Study Program.** Recent advances in molecular and cell biology have provided new concepts in the area of developmental biology. This program is designed to give the medical student an appreciation of the developmental phenomena as the basis for advanced training in research in a variety of biomedical disciplines. The program has been organized on a multi-disciplinary level, so as to provide comprehensive coverage for many areas including molecular, biochemical, and genetic approaches to the analysis of differentiation and development. The course will begin with a basic analysis of the chromosome, and the relevant models of transcriptional and translational control, some of the newer concepts of the molecular basis of fertilization and early development, the biochemistry of organogenesis, viral transformation, and tumor formation. Emphasis will be on recent concepts in fetal, neonatal, and oncogenic mechanisms as well as processes involved in aging and cell death. The rapidly expanding body of knowledge gained from these approaches will be examined by the students through seminars and direct observations in the laboratories of the participating faculty.

The program can be selected by the student for one or two semesters. The first semester will consist of (1) a series of lectures given three times a week to cover basic principles, (2) a series of seminars conducted by the students under the guidance of the faculty, and (3) rotation through the laboratories of the participating faculty. During this rotation the student will learn through direct observation, participation, and discussion with the staff of each laboratory. He also may undertake research in one of these laboratories if he so desires.

The students will meet on Monday, Wednesday, and Friday at 9:00-9:50 to attend the introductory course in development and differentiation. This course covers basic principles and is taught by the entire faculty for the purpose of establishing a firm foundation for the more advanced studies to be given in the second semester.

The students will also prepare and attend seminars in differentiation and development. These seminars will be conducted by the students under the guidance of the faculty.

The students will also have 10 to 12 weeks of laboratory rotation. This laboratory rotation will be through the laboratories of the participating faculty. This

experience will occupy 3 to 5 hours per week and will consist of a series of laboratory experiments to learn through direct observation, participation and discussion with a staff of each laboratory. The experiments are carefully selected to provide an opportunity for the student to become familiar with specific laboratory techniques such as ultracentrifugation, amino acid analysis, electrophoresis, etc. Most important, however, the student will have an opportunity not only to learn experimental design but also to familiarize himself with unique sources of materials. This laboratory experience during the rotation will aid in the decision of the area of research and laboratory in which the student will participate during the second semester.

Upon entrance into the program the student will be interviewed by the faculty and his past record examined for any obvious deficiencies. Thus, in addition to the introductory course required of all students, some students may take one or two additional courses as for example, Macromolecules or Enzyme Mechanisms. The student will not be encouraged to take a large series of courses but will be encouraged to pursue a tutorial experience. In some cases the students, for example may start their research tutorial in November, while others may defer this decision to a later date. In a few cases, the students may also elect to spend part of their time in a library project under close faculty supervision. If the student elects to do a library project he will prepare this work to be circulated among the faculty and will present an in-depth seminar. The mornings will be reserved for course work and the afternoons for laboratory rotation and tutorials.

In the second semester, the students may wish to apply the knowledge gained in the first semester directly to advanced training or research in a field of study of his interest such as teratogenesis, immunology, hematology, cardiology, endocrinology, etc. In this event, he would be permitted to elect appropriate courses as a study program or research in these areas. The formal developmental biology course will be finished in the first semester, but the seminar course will continue through the second semester meeting two hours per week on Tuesday and Thursday.

The course work for the second semester will consist of advanced courses: for example, the Biochemistry of Development, Animal Cell Virology, and Endocrinology and Reproduction. The student will select a preceptor in whose laboratory and under whose guidance he will engage in a research project.

The student is offered considerable flexibility in this program, since he need not commit himself to it prior to this choice of preceptor. But by taking 18 hours of course work during the first semester, he is not penalized if he decides not to continue this program during the second semester. Terms: 1 and 2 required; 3 and 4 optional. Weight: 18 per semester. *McCarty, Counce, Luftig, Padilla, Harris Sommer, Moses, and Kaufman*

#### **EDR-201(B). Endocrinology and Reproductive Biology Study Program**

This is an interdepartmental program designed to provide third-year medical students with an opportunity for intensive study in areas of basic endocrinology, neuroendocrinology, and reproductive biology as they relate to the function of the endocrine and reproductive systems in normal and disease states. Major emphasis in the program is placed on development of a plan of independent study appropriate to the aims of each student based on a tutorial or preceptorship with an individual member of the program faculty. In addition, all members of the program including faculty, meet weekly for seminars, discussions, and guest lectures on selected topics of general interest. A student normally spends four terms in the program and receives full credit for the Medical School advanced basic science requirement. Although the program traditionally begins in September, its structure

is sufficiently flexible to accommodate those who wish to begin in any term, including the summer term.

For each student, the program consists of the following components:

1. An individual tutorial, carried out in association with a senior faculty member selected by the student, involves laboratory and/or library research in a particular area of endocrinology or reproductive biology. Before entering the program, students are requested to establish their tutorial arrangement with one of the program faculty. In order to facilitate this process, an opportunity will be provided to meet individually with the present program faculty or with other members of the Medical School faculty whose specialty and research interests would permit them to participate in the program.

2. The seminar, held weekly throughout the academic year, covers various topics in endocrinology and reproduction in a format designed to explore current concepts, primarily through critical reading and discussion of contemporary literature. The seminar utilizes the background and experience of all members of the program faculty, guest speakers, and active student participation to develop an integrated approach to basic problems in endocrinology and reproductive biology. Taken as a whole, the seminar series provides broad coverage of endocrine phenomena from a cell biology viewpoint as well as specific coverage of topics of special interest to current members of the program. In addition, the application of basic concepts to clinical problems and human disease is considered in order to provide continuity with future clinical training.

3. Lecture courses. There are no specific course requirements in this program. In order to provide additional breadth of preclinical experience related to immediate or long-term interests, students may take up to four units of course work per term in any of the elective courses approved for advanced basic science credit. Individual course selections are not limited to those related to endocrinology or reproductive biology, although consultation with one's preceptor is recommended before making final selections. For students who enter the program after the first term, PHS-403B/ANA-403B may be suggested for coverage of material included in the first part of the seminar series. Every term. Weight: 9 per term. *Anderson, Blake, Crenshaw, Everett, Fellows, Handwerker, Lebovitz, Schomberg, and Tyrey*

**EMP-300(B) and (C). Environmental Medicine Study Program, Third and Fourth Years.** Environmental medicine is defined as the study of the effects produced in human subjects by exposure to environmental materials inhaled, ingested or contacted. The guiding concept of the Environmental Medicine Program is that the physician's role is learned best by working on problems and making decisions. This is readily accomplished when the student has a tutorial relationship to a faculty member. A nucleus of faculty from any participating departments promises an interdisciplinary approach to investigation in the program, unified by three weekly activities. First is a lecture and seminar course [PTH-372(B)] on health problems of the environment and how they are investigated. The second is a research seminar on ongoing work. The third is a seminar on structure function correlations in human diseases related to environmental agents (PTH-374B). It correlates the features as perceived by the clinician, radiologist, epidemiologist, and pathologist.

In the third year, the student develops skills in one or perhaps two disciplines such as ultrastructure, microbiology, biochemistry, or physiology under a faculty tutor, selected by the student and the program committee. Problem identification, hypothesis development, experimental design, specific methods, and data analysis are emphasized. One option would be 12 weeks (Sept.-Dec.), of the research train-

ing program (RTP) and 6, 15, or 24 weeks of work on a problem employing these skills and related to environmental health. Continuous exposure to such problems and to diseases related to them would be provided in the seminars.

The fourth year program would emphasize human disease and approaches to health problems of individuals or populations. There would be ample opportunities to continue projects from the third year and to extend these to clinical studies.

Credit during the two years would be basic science or clinical, dependent upon the student's time commitments. Furthermore, credit would be carried in both the program and the discipline. For example, a student working in biochemistry would receive credit in biochemistry or in the environmental medical program (EMP-300 B and C). This would ensure maximal flexibility for the student. Every term. Weight: 9 per term. *Kilburn, Pratt, Cate, Kamin, Narahashi, Moses, Lynn Brumley, and Spock*

**ISP-201(B). Immunology Study Program.** This study program is designed for students whose career goals lie in one of the many clinical specialties which interface broadly with immunology: allergy-immunology, infectious diseases rheumatology, immunohematology, transplantation, and oncology. A general fund of information is provided in a survey course, Medical Immunology (MIC-330), which emphasizes clinical examples of basic immune mechanisms. The student may also elect concurrent training in the biochemistry of macromolecules, molecular genetics, or cellular immunophysiology. Seminars by faculty and a regular schedule of guest lecturers are supplemented by basic and clinical topics selected for student seminars. Each student is assigned to a faculty preceptor; in collaboration with the preceptor, the student accomplishes a research project and survey of relevant literature. This laboratory work is continued throughout the year and formulated for presentation prior to completion of the study program. The student is expected to gain a useful personal perspective of current immunological thought as well as the experience and fund of information necessary for clinical application.

The student's efforts and time are distributed as follows:

1. Medical Immunology (MIC-330). Basic study of immune responses to antigenic substances. Special topics: congenital and acquired immunodeficiency diseases; humoral and cellular hypersensitivity; immunology of infectious diseases immunogenetics; immunohematology; autoimmunity; transplantation immunology tumor immunology. Student seminars and patient presentations when applicable (Spring, 1973, fall, 1974.) 6 units. *Amos, E. Buckley, Adams R. Buckley, T. R. Cate, W. F. Rosse, H. F. Seigler, W. K. Smith, R. Snyderman, and S. Wells.*

2. Optional additional formal courses recommended: Macromolecules (BCH-293), 4 hours; or Molecular Genetics (BCH-216) 3 hours; or Cellular Immunophysiology (PHS-420), 2 hours.

3. Immunology Seminar (MIC-332.1-332.8), 2 hours per week, 1 unit per semester.

4. Work in Progress: staff and graduate student working seminars, 1-2 hours per week.

5. Preceptorship: 20 or more hours per week of precepted investigative work. Terms: 3 and 4. Weight: 9 units per term. *Amos, Adams, E. Buckley, R. Buckley, Grothaus, Lauf, Metzgar, Rosse, Sage, Scott, Seigler, Smith, Snyderman, and Wagner*

**MRT-399(B). Medical Research Training Program.** The Research Training Program is an interdepartmental program offered to third-year students and

to qualified residents and fellows with the M.D. degree. The purpose of the program is to provide students with the theoretical background and practical experience necessary for a basic science approach to biomedical research. Operationally, the program can be divided into two parts:

1. From September to November, students receive an intensive and coordinated series of lectures and laboratory exercises in the areas of enzymology, protein chemistry, cellular and molecular ultrastructure, immunochemistry, molecular biology, virology, and active transport. Laboratory exercises are designed to give students practical experience in the use of various research techniques such as electrophoresis, chromatography, various immunochemical procedures, preparative and analytical centrifugation, spectrophotometry, growth, assay, and genetics of bacteria, bacteriophage, mammalian viruses and mammalian cells in tissue culture, use of radioisotopes, etc. Lecture material covers the theory of these laboratory exercises and includes a great deal of general information pertaining to the current state of knowledge in many areas of biomedical science. The purposes of the first three months of the course are to carefully and personally instruct students in the experimental techniques used in modern biomedical investigation, and to provide them with the background of basic scientific theory necessary to successfully carry out an individual research project during the second part of the course. During this time students spend a full eight hours per day in lecture and laboratory in continued contact with their colleagues and one or more instructors. A strong group interaction between students, fellows and staff contributes to an effective teaching and learning atmosphere.

2. From December to June, students spend this time working on individual research projects under the supervision of a faculty member. A student has a virtually unlimited choice of research projects and may elect to work in the laboratory of anyone in the Medical Center who is doing basic biomedical research. Staff and students meet once a week for approximately three months in the spring for a general seminar series, and in late May students present seminars on their research accomplishments to date.

A formal course in biostatistics meets throughout the year, and a set of four programmable Wang electronic calculators is available in the RTP classroom for the exclusive use of RTP students. Terms: 1, 2, 3, and 4. Weight: 9. *Kredich and Staff*

**NSS-201(B). Neurosciences Study Program.** The Neurosciences Study Program is an interdepartmental, interdisciplinary program designed to coordinate the study of neurobiology in the third year curriculum. The program permits the student an opportunity for independent study and growth in neurobiology under the guidance of several basic science faculty members engaged in research on the nervous system. In recent years significant developments in molecular biology, electron microscopy, neurophysiology, and neurochemistry have given us an approach to the understanding of brain function at a cellular and subcellular level. In addition increasing sophistication has been introduced in studies at an organismic level. These developments provide hope for a greater understanding of the biologic basis of brain function; and tremendously increase our need for well-trained physicians to understand the fundamental basis of neurobiology for careers relevant to the specific area as well as to all of medicine.

The program will last for 32 weeks. Participation in the program will require active participation in a neurobiology study group tutorial and in a preceptorship with one of the basic science faculty members. The major emphasis of the program will be on individual laboratory research training under the preceptorship of one

of the members of the training staff. In addition the trainee, in consultation with his preceptor, will be encouraged to enroll in one or two courses relevant to his special interests and career plans. A wide range of projects are available for interested students. For physiologic approaches to the nervous system, the laboratories of Drs. George Somjen, Antonio Escueta, John Moore, Frans Jobsis, and Wesley Cook are available. For pharmacology, the laboratory of Drs. Schanberg and Narahashi and for morphological studies, the laboratories of Drs. J. David Robertson, M. Steven Mahaley, F. Stephen Vogel, and Talmadge Peele are available. For virologic studies, the laboratories of Drs. John Griffith, Darrell Bigner, Nelson Levy, and Steven Mahaley are available. For biochemical studies, the laboratories of Drs. Stanley H. Appel, Ara Tourian, and Bernard Kaufman are available.

The neurobiology study group tutorial will permit students to gain understanding of several different aspects of neurologic science as well as topics in the biology of behavior. These meetings are held two times a month and consist of topics selected by the students from a list provided by the faculty members of the program. The range of topics include pertinent subjects of neuroscientific relevance such as aspects of macromolecular synthesis, neural development and function, neural subsystems and physiologic operations, communication and coding in the nervous system, recognition and control at a molecular level, and selected aspects of molecular neurobiology. In addition the students are required to attend Monday afternoon seminars from 4:00-6:00 p.m. which are part of the postdoctoral program in neurobiology. These sessions are given by postdoctoral students and cover subjects relevant to the biology of behavior and essential to an understanding of neurobiology.

At the termination of their laboratory experience, all students are required to submit a paper describing their work and accomplishments during the year. Students are encouraged to attend one meeting on a national level thought by their preceptors to be essential to their educational experience in the neurosciences. Terms: 1, 2, 3, and 4. Weight: 9 per term. *Appel, Schanberg, Somjen, Escueta, Vogel, Peele, Mahaley, and Tourian*

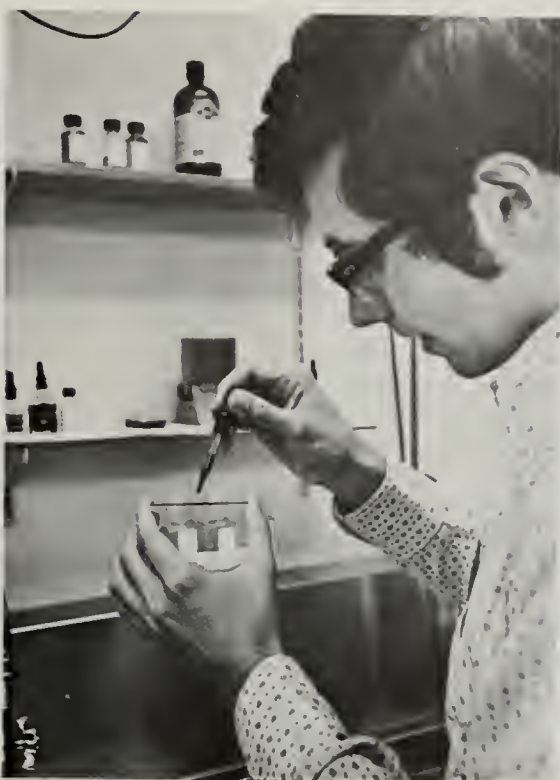
**VSP-201(B). Virology Study Program.** The objective is to indicate the relevance of investigative virology to problems of clinical medicine and to provide an introduction to recent advances in virus research. The program will consist of

1. Lecture Series. The lecture series (2 per week) will be divided into General Animal Virology (10 lectures), an introduction in basic techniques in virology and a discussion of the molecular biology of major virus groups; Topics in Medical Virology (10 lectures), an introduction to cellular responses to virus infection, host responses to virus infection, and epidemiology, transmission, and pathogenesis; Tumor Virology (10 lectures), introductory lectures in chemical, radiological, and viral stimulation of cancers followed by in-depth lectures in RNA and DNA tumor viruses and the possible mechanisms by which these viruses cause cells to become malignant; and Bacteriophages (4 lectures), applications of research with bacteriophage to problems in animal virology.

This course will be listed in the green book (MIC-304B) and thus will be available to all students.

2. Seminars. One seminar per week. Seminars will be a direct extension in depth of the lectures as described above. Some seminars will be devoted to applications and investigations in clinical virology.

3. Other Courses. Students in the program will have an option to take on additional relevant lecture course approved by the course directors. (See also Individual Tutorial.)

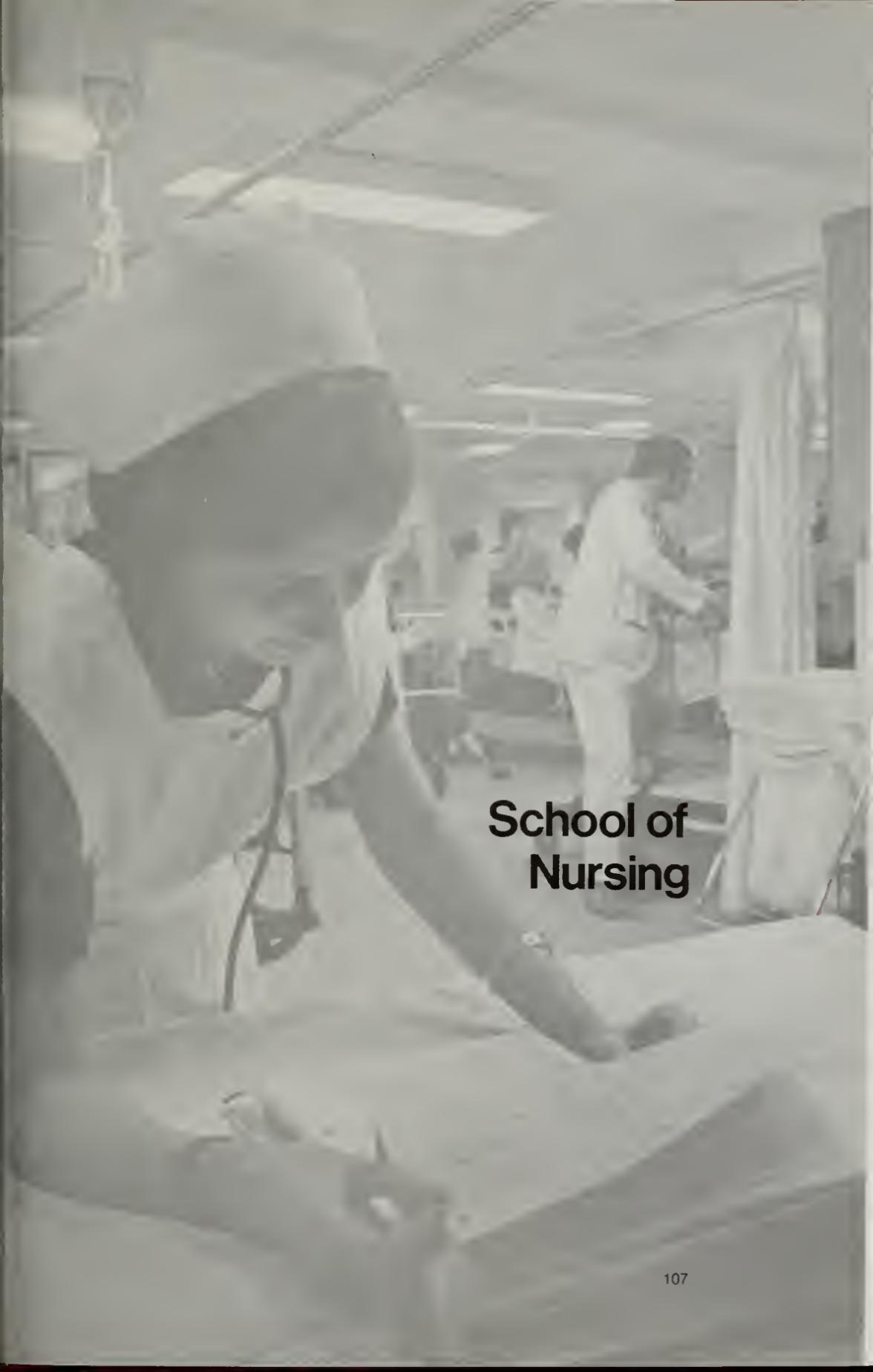


4. Individual Tutorial. During the remainder of the time each student will be supervised by a faculty member participating in the program in a study project that will reflect the student's interest in virology.

It was generally agreed by the planning committee that it would be most beneficial for a student to carry out a laboratory research project. Lectures and seminars have been planned so that students can spend at least five to six hours each day in the laboratory. This is essential if a student is to complete an in-depth investigation of a research project.

In the case that the program directors would approve a project of a different nature, the student again would be supervised by one of the participating faculty members. In a study project of this kind, a student might be expected to take more than one additional relevant course. (See the section on other courses.) Terms: 1 and 2. Weight: 9 per term. *Zweerink, Lang, Bonar, Cate Daniels, Griffith, Hall, Harriman, Joklik, Katz, Levy, Luftig, Metzgar, Nichols Bolognesi, Smith, and Wilfert*

**IND-300(B) or (C). Interdisciplinary Seminar in Medical-Legal-Ethical Issues.** The seminar will be composed of students in approximately equal numbers from the Medical, Divinity, and Law Schools, and will be focused on key medical, legal, and ethical features of current issues (transplantation, euthanasia, abortion). Faculty and resource persons from all three schools will participate in the seminar. Up to four introductory sessions in the fall semester for all participating students and faculty will be concluded with arrangement of interdisciplinary teams and selected topics. Student teams will meet during the winter and consult at intervals with faculty. All seminar participants will re-assemble for a series of weekly meetings, ending in mid-March, to present and discuss the topics researched. Any topics, properly focused, may be considered. Terms: 2 and 3, credit awarded Term 3. Weight: 2. *Gallemore, Shimm, Smith, and Other Faculty Members from the Medical, Law, and Divinity Schools*



**School of  
Nursing**



## School of Nursing



### The Nursing Program

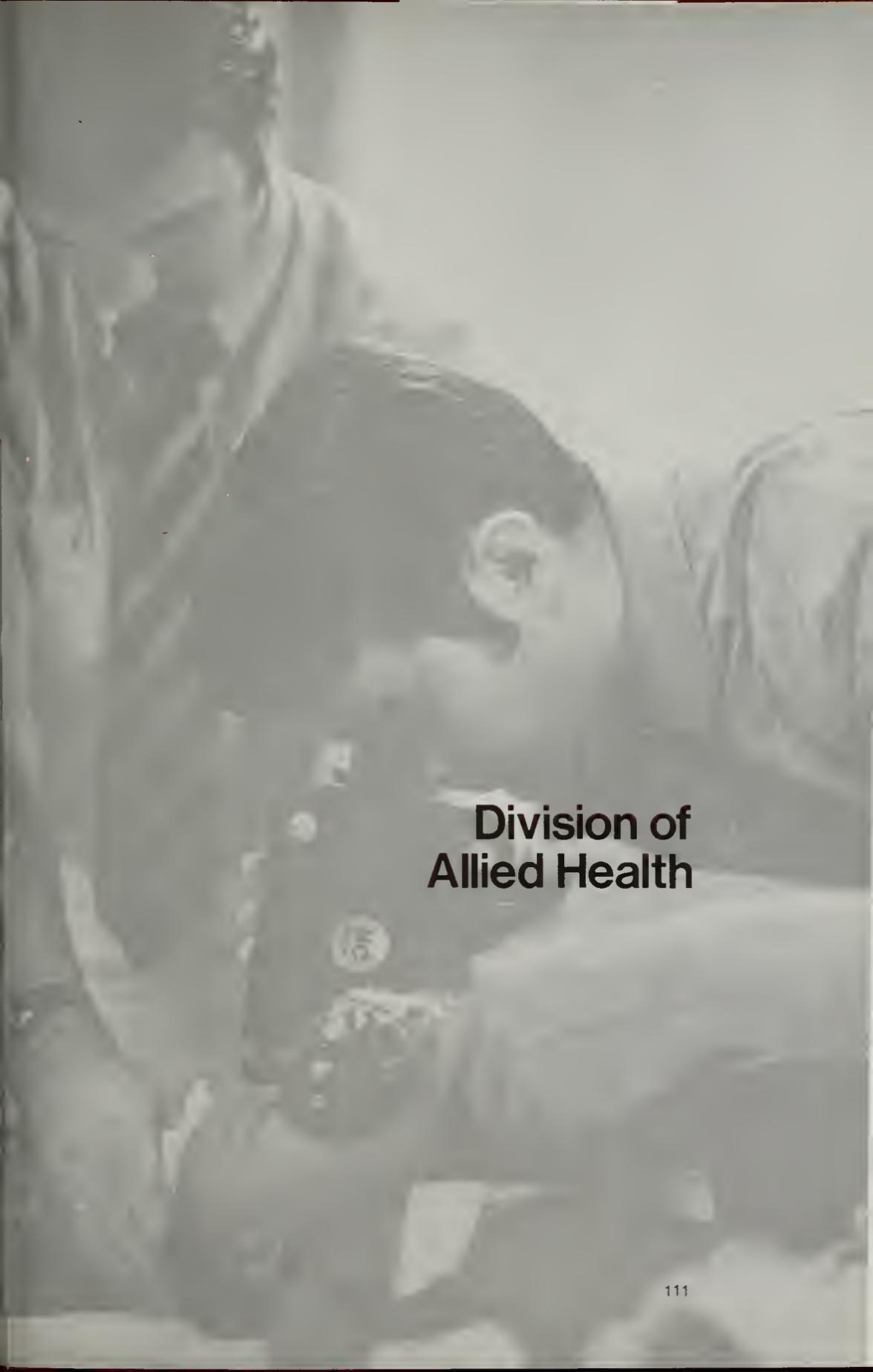
The School of Nursing offers a four year course of study leading to the degree of Bachelor of Science in Nursing. Thirty-two courses including small-group learning experiences and twelve upper division courses in nursing are required.

The first two years of the curriculum consist of required and elective courses in liberal arts and basic sciences. The third and fourth years consist of the required courses in the nursing major with provision for electives in arts and sciences or nursing. Opportunities are provided for students to undertake independent studies in nursing.

Early in the junior year, students participate in clinical nursing practice where they acquire knowledge, skills, and attitudes appropriate for professional nursing. Provision for elective courses in every semester enables the student to pursue a secondary or complementary field of interest, including the opportunity to acquire a double major. Option to pursue electives in nursing provides the opportunity for each student to begin specialization in clinical nursing. Other options may lead to developing nursing careers in teaching, research, administration, or practitioner positions in community or institutional settings.

Graduates are eligible to apply for examination for licensure as Registered Nurses in any state. Additional information may be obtained by writing for the *Duke University Bulletin of Undergraduate Instruction*.





**Division of  
Allied Health**



# 8

## Division of Allied Health

### The Allied Health Programs

Those health-services educational programs offered at Duke University Medical Center that are neither medicine nor nursing are coordinated by the Division of Allied Health. Every effort is made to keep each of these Allied Health Programs closely related to the Medical School departments whose fields they serve.

Several of today's allied health occupations require less than the baccalaureate level of education. Although the Duke University Medical Center has several such programs, they often are taught in junior colleges, technical institutes, or community hospitals. Such training programs in the latter institutions can frequently benefit from resources generally available only from medical centers, e.g., (1) in choosing programs appropriate to their resources and needs, (2) in developing articulated curricula, (3) in upgrading or attracting competent faculty, and (4) in arranging meaningful affiliations between the educational and the clinical care institutions that are required for many of these programs. The Division will arrange, whenever possible, to help provide such resources to institutions located within the adjacent geographic region.

In recognition of the growing need for fully qualified teachers, and of the fact that Duke's excellent facilities are limited as to the number of programs and students they will accommodate, increasing emphasis is being given to degree programs. The Bachelor of Health Science degree is now available to qualified students in the Physician's Associate Program and has been authorized for additional programs as warranted. In qualifying for the B.H.S. degree the courses taken must meet the University's high standards of quality, rigor, and relevance. Emphasis is placed upon certain core courses to ensure this quality. During the coming year additional basic science and clinical core courses will be developed in addition to courses in human anatomy, pharmacology, human physiology, clinical medicine, and community medicine.

The major allied health programs are briefly described below. Inquiries regarding specific programs should be directed as specified for each program; general inquiries relating to the total field or two or more programs should be addressed to the Division of Allied Health, Duke University Medical Center, c/o the Veteran's Administration Hospital, Durham, N. C. 27705.

## Clinical Psychology Internship

The Division of Medical Psychology offers internship training in clinical psychology to qualified doctoral students. The program, approved by the American Psychological Association, provides experience in many contexts with a wide diversity of patients. The internship year is usually comprised of four service rotations of three months each, chosen from among six services. Additional features of the program include individual psychotherapy with children and adults, group psychotherapy and experience in mental health consultation; participation in seminars, conferences, and in certain joint activities with nearby clinical institutions; and opportunities for individual scholarship and research. Correspondence concerning admission to the program should be sent to Dr. Derek Shows, Box 2995, Duke University Medical Center, Durham, North Carolina 27710.

## Cytotechnology

Cytotechnology is a course of twelve months duration in technical and diagnostic aspects of exfoliative cytology for qualified individuals. Minimum requirements are two years of college with 12 semester hours of biology, which may include anatomy, histology, zoology, botany, and physiology. Although individuals with B.S. or A.B. degrees are given preference, applicants without degrees will be considered. One class is accepted annually on September 15. Graduates are awarded a certificate and are eligible to take the certifying examinations given by the Registry of Medical Technologists of the American Society of Clinical Pathologists.

The program consists of two parts: the first half is primarily devoted to theoretical and practical exercises in the techniques of exfoliative cytology and interpretation of the clinical material; the last half is comprised of practical training in all aspects of exfoliative cytology in the laboratory.

Additional information and applications for admission may be obtained from the Director of the program. William W. Johnston, M.D., Department of Pathology, Duke University Medical Center, Durham, North Carolina 27710.

## Master of Hospital Administration

Beginning with the class entering in 1973, the newly reorganized Department of Health Administration will offer a completely revised curriculum for graduate students interested in the field of health services management. It is designed primarily for those individuals who seek ultimately to assume major leadership roles in all types of organizations and programs that involve the provision of health services, whether in public or private settings.

The basic Master of Hospital Administration program is designed around a core of courses in health services and the management sciences, with electives in the behavioral sciences. The student also selects one of four concentrations: finance, personnel, planning, or information management for in-depth study. The academic portion, which includes a rotating practicum, is five continuous semesters in length (21 months). Upon completing the academic portion of the curriculum, the student is encouraged to undertake a variable length, individually-tailored administrative residency (during which he receives a stipend).

Students with any undergraduate major may apply. One year of calculus at the college level is the only prerequisite and a special course at the University

is available each summer for students who have not taken calculus, or whose preparation in mathematics is barely adequate or somewhat out of date.

**Marshall I. and Sarah W. Pickens Scholarship.** An annual award of \$2,000 is presented to a student in hospital administration on the basis of need and potential. In 1971 Mrs. Staunton Pickens established this award in recognition of her brother-in-law, Mr. Marshall I. Pickens' long association with the Duke Endowment and outstanding contribution in the field of hospital administration.

Further information concerning the program can be obtained by writing: Department of Health Administration, P. O. Box 3018, Duke University Medical Center, Durham, North Carolina 27710.

## Medical Speech Pathology

The training program in speech pathology is designed to help meet the need for speech pathologists in medical centers. Candidates are accepted after completing basic academic training in speech pathology from approved institutions. Two trainees are accepted each year, one in September and the other in January; they are designated as Speech Pathology Fellows and may be appointed for one or two years.

Trainees have varied responsibilities in the Speech Pathology Clinic and may participate in the Cleft Palate Clinic, research projects, and the summer speech residential program held at Duke University.

A wide variety of speech defects are referred to the clinic from medical and surgical specialists at the Duke Medical Center. Opportunities are provided for the





trainees to participate in cooperative research projects and observe surgical approaches to some speech defects. The senior staff and the director of the training program closely supervise all trainees.

Additional information may be obtained by writing Raymond Massengill, Jr., Ed.D., Director, Medical Speech Pathology, Duke University Medical Center, Durham, North Carolina 27710.

## Medical Technology

A twelve-month program in medical technology is available to men and women who have successfully completed a minimum of 90 semester or 134 quarter hours in an accredited college or university. Applicants who apply with these minimum requirements must make arrangements for receiving the baccalaureate degree from their preparatory institution. Preference is given to those individuals who have been awarded the degree prior to entrance in the program.

The prerequisites for admission to the program are 16 semester hours or 24 quarter hours of chemistry which include organic or biological chemistry. Quantitative analysis is strongly recommended. Applicants must have completed a minimum of 16 semester hours or 24 quarter hours of biologic sciences which include a course in bacteriology. Immunology, genetics, physiology, and anatomy are recommended. One course in college mathematics is required. Electives should provide a broad general education and include English, social sciences, arts, and humanities.

The medical technology curriculum includes courses in clinical biochemistry, clinical microscopy, microbiology, parasitology, immunohematology, serology, introductory pathology, instrumentation, histologic technique, and basic radioisotope theory. Upon successful completion of the program, students are qualified for examination and certification by the Registry of Medical Technologists of the American Society of Clinical Pathologists. The program is approved by the Council on Medical Education and Hospitals of the American Medical Association.

Additional information may be obtained by writing to the Registrar and Teaching Supervisor, Medical Technology Program, Department of Pathology, Duke University Medical Center, Durham, North Carolina 27710.

## **Nuclear Medicine**

A twelve-month program of instruction and clinical training approved by the American Medical Association is available in nuclear medicine technology, Division of Nuclear Medicine, Department of Radiology. The program consists of three months of intense didactic and laboratory preclinical courses followed by a nine-month internship in the clinical aspects of nuclear medicine technology. The nine-month internship is limited to individuals who have successfully completed the preclinical course, including nuclear physics and instrumentation, radiopharmacy, radiation safety and health physics, mathematics, and radiation biology. Classes are held five days per week and consist of lectures, classroom demonstrations, laboratory sessions, and seminars.

The nine-month internship consists of scheduled rotation through all areas of the clinical laboratory. Personal instruction and training are given in blood volume-red cell mass determinations, renograms, scanning, research techniques, thyroid function studies, placental localization, and others. Training is augmented with continued classroom and laboratory work.

Students who successfully complete the nine-month internship receive a certificate and meet the educational requirements established by the existing Nuclear Medicine Technology Registries.

Applications will be accepted for consideration from those who have earned an associate or baccalaureate degree in any field of science, registered or registry-eligible radiologic technologists, registered or registry-eligible medical technologists, and those with equivalent credentials who are recommended by the Admissions Committee of the Division of Nuclear Medicine. All applications must be received by May 1 and notification concerning admission will be forwarded by May 15.

Additional information and application forms may be obtained by writing to the Director, Box 3166, Division of Nuclear Medicine, Department of Radiology, Duke University Medical Center, Durham, North Carolina 27710.

## **Nurse Anesthetists**

The teaching and training program in the Department of Anesthesiology is comprised of the theoretical aspects and clinical application of all accepted drugs and techniques used in anesthesiology. The program requires twenty-four months of training with the major portion of the basic theoretical instruction given during the first three quarters. Following a preclinical period of eight weeks, clinical practice parallels the theoretical program. Well qualified registered nurses are accepted September 1 for enrollment the following January. Graduates are eligible

for membership in the American Association of Nurse Anesthetists following successful completion of the required qualifying examination.

Additional information may be obtained by writing Mary B. Campbell, R.N., CRNA, P. O. Box 3094, Duke University Medical Center, Durham, North Carolina 27710.

## Pastoral Care and Counseling

Graduate programs in pastoral care and counseling are available to clergy of all religious groups. Programs are designed to train ordained individuals who desire to specialize in pastoral care and counseling or to enhance their skills as parish clergy. Those who enroll in the programs will be required to serve as chaplains or as pastoral counselors in the Medical Center or in the community of Durham. Didactic studies are interspersed through the clinical phase of training by conferences and courses offered in the Medical Center and the Divinity School.

All programs in clinical pastoral education are approved by the Association for Clinical Pastoral Education, Inc.

Additional information may be obtained by writing the Coordinator of Clergy Training, Box 3112, Duke University Medical Center, Durham, North Carolina 27710.

Assistant Professor: P. Wesley Aitken, B.D. (Duke, 1955), Th.M. (Duke, 1961), *Director and Supervisor*.

Training Supervisor: John C. Detwiler, B.D. (Union Theological Seminary, N. Y., 1962), Th.M. (Duke, 1963).

## Pathology Assistants

The Pathology Assistant Program is designed to meet the growing need for trained personnel in the field of pathology. A certificate is issued upon successful completion of the course.

The training period extends over two calendar years. The first 12 months are devoted to didactic and laboratory instruction. The remainder of the course is interdepartmental consisting primarily of practical experience in the Department of Pathology.

Prerequisites are (1) a degree from an accredited college, or eligibility for a B.A. or B.S. degree, or (2) two years of an academic curriculum in a junior college, or (3) high school diploma and a minimum of two years' experience as a medical corpsman.

Prospective students are required to complete an application form, and submit an official high school or college transcript, and three letters of recommendation. A personal interview is recommended.

Application forms and additional information may be obtained by writing Kenneth R. Broda, Teaching Supervisor, Pathology Assistant Program, Department of Pathology, Duke University Medical Center, Durham, North Carolina 27710.

## Physical Therapy

A two year graduate curriculum in physical therapy, leading to a Master of Science degree from Duke University, is offered for students entering the field. This program is designed to provide a broad foundation in the art and

science of physical therapy and to provide opportunities for the development of skills in health administration and supervision, curriculum development and direct teaching in physical therapy, and in advanced clinical education or research. Completion of the curriculum requires two academic years and a summer practicum totaling 52 units (minimum) of graduate course work or equivalent academic exercise—30 to 32 units of which are in physical therapy, 12 in designated courses in anatomy and physiology, and the remainder in electives in related fields.

Courses of instruction are listed in the *Bulletin of the Graduate School*.

Additional information may be obtained by writing Department of Physical Therapy, Duke Hospital, Box 3247, Durham, North Carolina 27710.

## Physician's Associates

The Duke University Physician's Associate Program, initiated in 1965 as the Physician's Assistant Program, was created to prepare health professionals who could carry out many traditional physician functions under the direction and supervision of a physician and, thereby, extend the physician's reach to a greater patient population.

In the clinical and hospital setting, the physician's associate takes detailed patient histories, performs comprehensive physical examinations, requests and carries out numerous laboratory and diagnostic procedures, collects and screens laboratory data, prepares narrative case summaries, and instructs patients as to the regimen prescribed by the physician. He is highly skilled virtually unrestricted, and able to provide tasks, services, and functions which are not currently provided by other types of health personnel. Proper utilization of his services can enable a physician's practice to function in a more efficient, effective and economical manner.



The professional curriculum of the program is twenty-four months in duration and has been developed to provide all students with a broad understanding of the medical sciences and their application to a clinical discipline. The curriculum includes an academic year devoted to the basic medical sciences including anatomy, physiology, pharmacology, clinical medicine, electrocardiography, radiology, pathology, and physical examination, coupled with fifteen months of clinical teaching conducted in a variety of clinical settings.

Students are admitted to the program during the month of September. Selection is based on an applicant's academic record and health related experience, aptitude test scores, evidence of good character, and general fitness. Each applicant must submit documentation of graduation from high school or its equivalent (preference is given to students with two or more years of transferable college credit); evidence of previous experience in the health field with at least 2000 hours involving direct patient contact; results of the verbal and math portions of the Scholastic Aptitude Tests of the College Entrance Examination Board; and a completed application form and transcript records from high school, colleges, and professional schools. The program is approved by the Veterans Administration for G. I. Bill benefits.

Additional information may be obtained by writing the Physician's Associate Program, P. O. Box 2914, Duke University Medical Center, Durham, North Carolina 27710.

## **Prosthetic and Orthopaedic Appliances**

The function of this program is to train individuals to assist the physician in a prescription of prosthetic and orthotic appliances on individual patients. The necessary measurements of the individual patient are then taken and the appliance is designed and made in the department. The appliance is then fit and aligned in accordance with the prescription and the patient's individual disability.

Candidates who have satisfactorily completed four years of training and successfully completed the required university courses are then eligible to take the examination given by the American Board of Certification in Orthotics and Prosthetics.

Additional information may be obtained by writing to: Mr. Bert R. Titus, C.P.O., Director, Assistant Professor, Department of Prosthetics and Orthotics, Duke University Medical Center, Durham, North Carolina 27710.

## **Radiation Therapy Technology**

A twelve-month program is offered in the field of radiation therapy technology. The program is open to anyone who is registered or registry-eligible in either radiologic technology or nuclear medicine technology and to registered nurses who have had a college course in physics.

The training program consists of intensive study in radiation physics characteristics of tumors; and related clinical, physical, and biological concepts, as well as a general knowledge and experience in the care of cancer patients.

Didactic teaching and clinical training are given at Duke University Medical Center and at the Veterans Administration Hospital.

Additional information may be obtained by writing the Assistant Director Radiation Therapy Technology Program, Education Building, Veterans Administration Hospital, 508 Fulton Street, Durham, North Carolina 27705.

## **Radiologic Technology**

Radiologic technology offers students interested in the allied health field of radiologic technology two programs of instructions.

The first, open to both high school graduates and those with some college experience, consists of a two-year course of instruction and practical training leading to certification by the American Registry of Radiologic Technologists. Between 30 and 35 students are admitted each September 1 for the Certificate Program.

The second, in affiliation with Elon College, enables students to obtain through a four-year curriculum, a bachelor of science degree in radiologic technology along with A.R.R.T. certification. Students accepted in this program take two years of study in liberal arts at Elon College and then come to Duke University Medical Center for the last two years of clinical training and didactic study.

The Duke programs in radiologic technology are approved by the American College of Radiology, the American Medical Association's Council on Medical Education, the American Society of Radiologic Technologists, and the American Registry of Radiologic Technologists.

Additional information may be obtained by writing John B. Cahoon, Jr., R.T., Director, Radiologic Technology, Department of Radiology, Duke University Medical Center, Durham, North Carolina 27710.

## **Respiratory Therapy**

In September, 1970, the Duke University Medical Center and Durham Technical Institute initiated an associate degree program in Respiratory Therapy, under the medical direction of the Department of Anesthesiology. It is accredited by the Council on Medical Education of the American Medical Association and approved by the North Carolina State Board of Education.

The curriculum consists of twenty-two months of coordinated basic science courses, technical courses, and clinical practice.

Additional information and application forms may be obtained by writing Student Services Office, Durham Technical Institute, P. O. Box 11307, Durham, North Carolina 27703.



# Appendix

## ROSTER OF HOUSE STAFF BY DEPARTMENTS

### Medicine

Chief Residents: Gene E. Myers, M.D. (Pennsylvania, 1969), Richard H. Dixon, M.D. (Duke, 1969).

Senior Residents: William N. Brandt, M.D. (Indiana, 1968), Julian M. Duttera, M.D. (Duke, 1968), Robert J. Emslie, M.D. (Duke, 1968), Earl W. Ferguson, M.D. (Texas, 1970), Douglas F. Newton, M.D. (State Univ. of New York Upstate Medical Center, 1968), Lucian C. Rice, M.D. (Emory, 1970), Charles H. Scoggin, M.D. (Colorado, 1970), John R. Ujda, M.D. (Marquette, 1969), John R. Wolfe, M.D. (Med. Coll. of Virginia, 1967).

Junior Residents: Dana K. Andersen, M.D. (Duke, 1971), William J. Arnold, M.D. (Illinois, 1969), John T. Baker, M.D. (Harvard, 1971), Richard A. Berman, M.D. (Pittsburgh, 1970), Laurence E. Carroll, M.D. (Pennsylvania, 1971), Vincent W. Dennis, M.D. (Georgetown, 1966), John S. Derbyshire, M.D. (Ohio State, 1971), Ronald B. Easley, M.D. (Oklahoma, 1971), Miles Elmore, M.D. (South Carolina, 1971), James E. Fish, M.D. (Northwestern Univ., 1971), Clyde D. Ford, M.D. (Utah, 1971), Conrad C. Fulkerson, M.D. (Missouri, 1969), Donald A. Greeley, M.D. (Illinois, 1971), Janet G. Hickman, M.D. (Harvard, 1971), Robert E. Hickman, M.D. (Harvard, 1971), McDonald K. Horne, M.D. (Duke, 1971), Charles J. Jaffe, M.D. (Duke, 1972), William M. Kettyle, M.D. (Harvard, 1971), Elizabeth A. London, M.D. (Jefferson, 1971), Randall G. Michel, M.D. (Duke, 1971), William P. Nixon, M.D. (Virginia Med. Coll., 1968), Donald M. Pehlke, M.D. (Duke, 1972), Richard A. Reinhart, M.D. (Ohio State, 1971), Richard L. Rutherford, M.D. (Duke, 1971), Carl P. Sahler, M.D. (Rochester, 1971), Michael A. Savin, M.D. (Pittsburgh, 1969), Augustin J. Schwartz, M.D. (Jefferson, 1971), Timothy C. Smith, M.D. (Ohio State, 1971), Addison A. Taylor, M.D. (Missouri, 1970), Roger R. Williams, M.D. (Utah, 1971).

Interns: D. Edgar Allen, M.D. (Utah, 1972), John R. Ball, M.D. (Duke, 1972), Albert M. Bernath, M.D. (Pittsburgh, 1972), Warner Burch, M.D. (Bowman Gray, 1971), Jeffrey M. Cary, M.D. (Colorado, 1972), Glenn C. Davis, M.D. (Duke, 1972), Thomas M. Dugan, M.D. (Pittsburgh, 1972), Joseph W. Fay, M.D. (Ohio State, 1972), Robert B. Felder, M.D. (North Carolina, 1972), S. Mitchell Freedman, M.D. (Pennsylvania, 1972), Garfield M. Grimmett, M.D. (Howard, 1972), Stanley W. Gruhn, M.D. (Iowa, 1972), Clyde E. Guthrow, M.D. (Pennsylvania, 1969), Kathryn A. Hale, M.D. (Oklahoma, 1972), John C. Harris, M.D. (Maryland, 1972), Geoffrey B. Hartwig, M.D. (Duke, 1972), Alan K. Hatfield, M.D. (Ohio State, 1972), Thomas W. Hauch, M.D. (Northwestern, 1972), Elwood W. Hopkins, M.D. (Duke, 1972), Isabel V. Hoverman, M.D. (Duke, 1972), Michael L. Johnson, M.D. (Colorado, 1972), Bruce R. Kaden, M.D. (Illinois, 1972), Douglas G. Kelling, Jr., M.D. (Howard, 1972), Joel Kovarsky, M.D. (Iowa, 1972), John E. Lawrence, M.D. (Duke, 1972), Garrett Lee, M.D. (California, 1972), David K. Lemon, M.D. (Iowa, 1972), James M. Love, M.D. (Duke, 1972), Joseph R. McClellan, M.D. (Georgetown, 1972), John R. McRae, M.D. (Duke, 1972), Alan S. Moak, M.D. (Downstate Med. Center, 1972), Carlisle L. Morgan, M.D. (Miami, 1972), Lawrence S. Peters, M.D. (New York Univ., 1972), James L. Pool, M.D. (Oklahoma, 1972), Frank R. Sharp, M.D. (California, 1972), Alan J. Silverstein, M.D. (Albany Med. Coll., 1972), John W. Starr, M.D. (Duke, 1972), Edward Samuel, M.D. (Duke, 1971), Robert B. Waterbor, M.D. (Duke, 1972), Jeffrey W. Wilson, M.D. (Duke, 1972), Robert T. Witty, M.D. (Miami, 1972).

Fellows: B. Titus Allen, M.D. (Duke, 1966), Richard R. Almon, Ph.D. (Illinois, 1971), Judith C. Andersen, M.D. (Jefferson, 1969), Clarence W. Applegate, M.D. (Harvard, 1970), Ann Phillips Ball, Ph.D. (Auburn, 1970), Charles F. Bethea, M.D. (Oklahoma, 1971), Stephen C. Beutzel, M.D. (Duke, 1971), Carl H. Bivins, Jr., M.D. (Med. Coll. of Virginia, 1957), Alan S. Brenner, M.D. (Pennsylvania, 1968), Thomas J. Burke, Ph.D. (Houston, 1970), Ernest Buxton, M.D. (Virginia, 1967), Herwig C. Carton, M.D. (Univ. of Leiden, Belgium, 1961), Richard S. Cohen, M.D. (Albert Einstein, 1966), Michael D. Coleman, M.D. (Duke, 1970), Jonathan Dranov, M.D. (Pennsylvania, 1969), Marc K. Drezner, M.D. (Pittsburgh, 1970), Larry P. Ebbert, M.D. (Ohio State, 1969), Thomas W. Fauntleroy, Jr., M.D. (Duke, 1969), Michael S. Fedotin, M.D. (Ohio, 1968), Leonard N. Feingold, M.D. (Downstate Med. Center, 1968), John J. Gallagher, M.D. (Georgetown, 1968), Harry A. Gallis, M.D. (Duke, 1967), Marcel Gilbert, M.D. (Laval Univ., France, 1967), John N. Glover, M.D. (Northwestern, 1971), Marcia Goldner, B.A. (Kansas State, 1966), Eugene M. Gregory, Ph.D. (North Carolina, 1971), Wolfgang Grobner, M.D. (Univ. of Heidelberg,

1966), Peter Habersberger, M.D. (Melbourne, 1965), Robert H. Harris, M.D. (Med. Coll. of Georgia, 1966), Laura Ann Harrison, Ph.D. (Oklahoma, 1969), Jerry M. Herron, M.D. (Ohio State, 1965), Edward W. Holmes, M.D. (Pennsylvania, 1967), Russell Hoverman, M.D. (Duke, 1971), Arnold R. Hudson, M.D. (Loma Linda, 1967), Danuta Hulanicka, Ph.D. (Polish Academy of Sciences, 1962), Daniel J. Hurst, M.D. (Chicago, 1967), Joseph Kisslo, M.D. (Hahnemann Med. Coll., 1967), Stewart E. Kohler, M.D. (Duke, 1966), Lawrence S. Koons, M.D. (Temple, 1967), James E. Krook, M.D. (Minnesota, 1969), Ross T. Kreuger, M.D. (Case Western Reserve, 1966), Thomas T. Long, M.D. (Bowman Gray, 1966), John H. Machledt, M.D. (Johns Hopkins, 1968), Donald F. Mandetta, M.D. (Duke, 1968), Albert Maniscalco, M.D. (New York Med. Coll., 1966), James R. Margolis, M.D. (Illinois, 1968), David H. Mason, Jr., M.D. (Duke, 1973), William M. McClatchey, M.D. (Med. School of Georgia, 1972), Finbar A. McEvoy, Ph.D. (Univ. of Dublin, 1970), James F. McNeer, M.D. (Duke, 1973), James A. Merchant, M.D. (Iowa, 1966), Gabriel L. Navar, Ph.D. (Mississippi, 1966), Jeane M. Neskodny, M.D. (Duke, 1971), David A. Norris, M.D. (Duke, 1973), Margaret Haberland Noce, Ph.D. (Case Western Reserve, 1971), Michael A. Passero, M.D. (Harvard, 1969), L. L. Ping, M.D. (Univ. of Singapore, 1965), James W. Plonk, M.D. (Duke, 1968), Arnold E. Postlewaite, M.D. (Cornell, 1966), Charles M. Ramsdell, M.D. (Louisiana State, 1965), John B. Reed, M.D. (Harvard, 1970), Henry S. Richter, M.D. (New York, 1968), Stephen G. Rostand, M.D. (Tufts, 1965), Cecil O. Samuelson, M.D. (Utah, 1970), Richard H. Simon, M.D. (Duke, 1972), Sarah S. Singal, M.D. (Duke, 1972), Jay S. Skyler, M.D. (Jefferson, 1969), Richard C. Slagle, M.D. (Oklahoma, 1969), Dwight R. Stickney, M.D. (Ohio State, 1969), Richard Stone, M.D. (Tufts, 1970), Thomas A. Sullivan, M.D. (Duke, 1965), Robert H. Svenson, M.D. (Chicago, 1969), Cornelius B. Thomas, Jr., M.D. (Duke, 1973), Andres R. Ticzon, M.D. (Manila Central Univ., 1965), Anthony S. Tornay, M.D. (Jefferson, 1969), Laura Tres, M.D. (Faculty of Medicine UBA, Argentina, 1961), Stephen Turner, Ph.D. (Duke, 1971), Martin Van Der Weyden, M.D. (Sydney, 1966), Robert A. Warner, M.D. (Upstate Med. Center, 1969), Stafford G. Warren, M.D. (Rochester, 1969), Thomas E. Worthy, Ph.D. (Tennessee, 1972), W. B. Jerry Younger, M.D. (Washington, 1969), Leonard A. Zwelling, M.D. (Duke, 1973).

## DIVISION OF NEUROLOGY

Chief Residents: David M. Treiman, M.D. (Stanford, 1967), Stanley B. Holstein, M.D. (Georgetown, 1967).

Residents: William S. Elias, M.D. (Vanderbilt, 1965), Ulf Kunze, M.D. (Univ. of Berlin, 1966), Nelson Levy, M.D. (Columbia, 1967), Alan Nadel, M.D. (Pittsburgh, 1968), Vinod Patel, M.D. (Univ. of Kerala, 1970), Ronald Podell, M.D. (Cornell, 1971), David Rosenfield, M.D. (Illinois, 1970), Michael Sisk, M.D. (Bowman Gray, 1967), Andreas J. Steck, M.D. (Univ. of Lausanne and Berne, Switzerland, 1969).

## DIVISION OF DERMATOLOGY

Chief Residents: Edward E. Burton, Jr., M.D. (Med. Coll. of Virginia, 1968), Melvin L. Elson, M.D. (Duke, 1969).

Residents: Morris S. Minton, Jr., M.D. (Texas, 1969), Wilbur R. Reschly, M.D. (Iowa, 1971), William E. Tate, M.D. (Med. Coll. of South Carolina, 1970), John R. Vydareny, M.D. (Michigan, 1968).

## Obstetrics and Gynecology

Chief Residents: Lynn G. Borchert, M.D. (Michigan, 1968), Thomas F. Henley, M.D. (Duke, 1968), George B. Maroulis, M.D. (Albany Med. Coll., 1967), Daniel H. Riddick, M.D. (Duke, 1967), John C. Weed, Jr., M.D. (Tulane, 1968).

Assistant Residents: Sezer Aksel, M.D. (Duke, 1970), Joseph S. Buffington, M.D. (Duke, 1971), Stephen L. Curry, M.D. (Syracuse, 1970), Steven R. Fore, M.D. (Bowman Gray Sch. of Med., 1968), Michael D. Fried, M.D. (New York Univ. 1971), John M. Gilkey, Jr., M.D. (North Carolina, 1972), Samuel J. Gilmore, M.D. (Indiana, 1968), Arthur F. Haney, M.D. (Univ. of Arizona Coll. of Med., 1972), Philip G. Hoffman, Jr., M.D. (Duke, 1971), Charles W. Lomax, M.D. (Bowman Gray, 1968), John A. Rock, M.D. (Louisiana State at New Orleans, 1972), Bruce Romig, M.D. (Geo. Wash. Univ., 1971), Mona M. Shangold, M.D. (Duke, 1972), Owen F. Smith, M.D. (Duke, 1970), Clifton C. Wheeler, M.D. (Duke, 1972).

Faculty Fellows: Ian D. Duncan, M.B. Ch. B. (Saint Andrews Univ., 1970), Marcos J. Pupkin, (Univ. Chile, 1960), David A. Sandridge, M.D. (Med. Coll. of Virginia, 1965), R. Herbert Wiebe, M.D. (Univ. of Saskatchewan, 1962).

## Ophthalmology

Chief Residents on rotating basis.

Residents: Martin E. Pearlman, M.D. (Michigan, 1967), Richard L. Pietsch, M.D. (Virginia, 1966), Charles F. Sydnor, M.D. (Virginia, 1969).

Assistant Residents: Robert E. Baker, M.D. (Med. Coll. of Virginia, 1968), Richard P. Carroll, M.D. (Stritch, 1966), Nelson B. Dobbs, Jr., M.D. (Med. Coll. of Georgia, 1968), C. Richard Epes, M.D. (Virginia, 1968), H. Randolph Frank, M.D. (Alabama, 1969), Peter M. Holland, M.D. (New York Med. Coll., 1969), M. Bruce Shields, M.D. (Oklahoma, 1966), Paul R. Yoder, Jr., M.D. (Virginia, 1967).

## Pathology

Assistant Residents: Carlos Abramowsky, M.D. (Panama, 1968), Carol G. Brown, M.D. (St. Louis Univ., 1970), Neil M. Dunn, M.D. (Duke, 1969), Americo A. Gonzalvo, M.D. (Univ. of Madrid, Spain, 1966), John Harrelson, M.D. (Duke, 1965), Albert S. Hollingsworth, M.D. (Med. Coll. of Georgia, 1968), Lewis G. Lefer, M.D. (Virginia, 1969), Gilbert G. Maw, M.D. (Duke, 1970), Ralph C. McCoy, M.D. (Emory, 1967), James Miller, M.D. (Duke, 1970), Peter S. Noce, M.D. (Case Western Reserve, 1971), Ph.D. (Case Western Reserve, 1968), Linda E. Norton, M.D. (Duke, 1971), Fred Odere, M.D. (George Washington, 1970), Patricia O'Shea, M.D. (Johns Hopkins, 1970), R. J. Slaughter, M.D. (Chicago, 1967), Raymond J. Squires, M.D. (Emory, 1969), Lawrence A. Virgilio, M.D. (State Univ. of New York, Upstate, 1970), Robin T. Vollmer, M.D. (Duke, 1967).

Interns: John D. Butts, M.D. (Duke, 1972), Morton H. Levitt, M.D. (Duke, 1972), Sandra Preissig, M.D. (Tennessee, 1971).

Fellows: William R. Anderson, M.D. (Miami, 1968), Peter C. Burger, M.D. (Northwestern, 1966), Dana Copeland, M.D. (Duke, 1972), Thomas C. Graham, D.V.M. (Tuskegee Inst., 1969), Marshall D. Graham, Ph.D. (Duke, 1971), James L. Hall, M.D. (Michigan, 1968), Hal K. Hawkins, M.D., Ph.D. (Duke, 1972), Kenneth S. McCarty, Jr., M.D. (Duke, 1972), Joan G. Milner, M.D. (Downstate Medical Center, New York, 1969), John D. Melbourne, M.D., Ph.D. (Duke, 1972).

## Pediatrics

Senior Assistant Residents: Rosalind Coleman, M.D. (Case Western Reserve, 1969), Stephen H. Gehlbach, M.D. (Case Western Reserve, 1968), Thomas J. Hart, M.D. (Illinois, 1970), John S. O'Shea, M.D. (Johns Hopkins, 1970), Sandra M. Smith, M.D. (Duke, 1967), Martha Valiant, M.D. (Duke, 1970), John Whisnant, M.D. (Bowman Gray, 1968).

Junior Assistant Residents: David Brown, M.D. (Harvard, 1971), James R. Henson, M.D. (Cincinnati, 1971), Richard B. Karsh, M.D. (Duke, 1969), Barbara Manroe, M.D. (Stanford, 1971), Robert Rixse, M.D. (Duke, 1971), Olle Jane Sahler, M.D. (Rochester, 1971), Gerald Serwer, M.D. (Duke, 1971), William H. Topper, M.D. (Jefferson, 1971), William G. Wilkoff, M.D. (Harvard, 1971).

Interns: D. W. Benson, M.D. (Duke, 1972), John A. Boyd, M.D. (Harvard, 1972), Barbara Bradford, M.D. (Med. Col. Pennsylvania, 1972), Ben H. Brouhard, M.D. (Indiana, 1972), Murray Caplan, M.D. (Colorado, 1972), Robert Cunningham, III, M.D. (Med. Col. Wisconsin, 1972), Robert M. Fineman, M.D. (Downstate N. Y., 1972), James Gessner, M.D. (Harvard, 1972), Andrew Hoover, M.D. (Yale, 1972), Richard Inwood, M.D. (Yale, 1972), Drew Kelts, M.D. (Boston, 1972), Dennis Ownby, M.D. (Med. Col. Ohio, 1972), Greg Pazar, M.D. (Case Western Reserve, 1972), Paul Reinstein, M.D. (New York, 1972).

Fellows: Page Anderson, M.D. (Duke, 1963), Gerald Ahronheim, M.D. (Michigan, 1966), Maxine Asnis, M.D.\* (New York, 1968), Jay D. Cook, M.D. (Duke, 1969), Sam Edwards, M.D. (Duke, 1968), Mary Pat Hemstreet, M.D. (Temple, 1968), David Lefkowitz, M.D.\* (Tulane, 1966), Louis I. Levy, M.D.\* (Vanderbilt, 1966), Paul A. Lusman, M.D.\* (New York, 1966), William F. Maurer, M.D. (Ohio State, 1966), Steve McGeady, M.D. (Freighton, 1967), Mary Ann Passero, M.D. (Harvard, 1969), Beverly Raney, M.D. (Pennsylvania, 1965), Marcia Rhodes, M.D. (Duke, 1972), Mark Rogers, M.D. (Upstate N.Y.,

\* Terminated by September, 1972.

1969), Virginia Savin, M.D. (Pittsburgh, 1970), Amal Shamma, M.D. (Amer. U. of Beirut 1968), Michael Sisk, M.D. (Bowman Gray, 1967), James Storer, M.D. (Louisiana State 1969), John Wexler, M.D. (Duke, 1970).

## Psychiatry

Chief Resident: Elliott B. Hammett, M.D. (Duke, 1966).

Residents: William H. Beute, M.D. (Wayne State, 1969), Andrew J. Bockner, M.D. (Jefferson, 1969), Winkler D. Bond, M.D. (Tennessee, 1968), Helen E. Courvoisie, M.D. (South Carolina, 1970), Betty G. Gray, M.D. (Duke, 1965), William N. Grosch, M.D. (Albany Med. Coll., 1970), Harry C. Henderson, III, M.D. (Creighton, 1969), David P. Hill M.D. (Duke, 1969), Lawrence M. Martin, M.D. (Mississippi, 1969), L. Dan Montgomery M.D. (Bowman Gray, 1969), J. David Ruffner, M.D. (West Virginia, 1970), Fernando Ruiz M.D. (Univ. of Chile, 1965), Walter A. Scarborough, Jr., M.D. (Duke, 1967).

Assistant Residents: Albert R. Alden, M.D. (Texas, 1972), Robert S. Benson, M.D. (Emory, 1968), Dan G. Blazer, II, M.D. (Tennessee, 1969), Thomas P. Bridge, M.D. (Med Coll. of Virginia, 1971), Thomas M. Buckley, M.D. (Mississippi, 1971), Nancy T. Butts M.D. (Duke, 1972), Sam Castellani, M.D. (Wayne State, 1969), Allen R. Dyer, M.D. (Duke 1972), Gene S. Gordon, M.D. (Duke, 1972), James O. Hoover, M.D. (Iowa, 1966), Charle R. Lake, M.D., Ph.D., (Duke, 1972), Leslie F. Major, M.D. (Duke, 1971), Frank A. Miller M.D. (Buffalo, 1970), Paul C. Mohl, M.D. (Duke, 1971), James T. Moore, M.D. (Missouri 1971), Eric W. Peterson, M.D. (Duke, 1971), William M. Petrie, M.D. (Vanderbilt, 1972) Steven G. Potkin, M.D. (Washington Univ., 1971), Ernest A. Raba, M.D. (Texas, 1972) Donald L. Rosenblitt, M.D. (Duke, 1973), W. James Ryan, M.D. (Louisiana State, 1972) Jean G. Spaulding, M.D. (Duke, 1972), Thomas N. Stephenson, M.D. (Michigan, 1972) Eleanor D. Weissberg, M.D. (Pennsylvania, 1972).

Fellows: Marguerite B. Benway, M.D. (Miami, 1957), Albert H. T. Doss, M.D. (Egyptian Univ., 1932), David M. Gottesman, M.D. (Albany Med. Coll., 1966), James R Johnson, M.D. (Duke, 1966), Leo Potts, M.B., B.S. (Adelaide, Australia, 1955).

## Radiology

Chief Resident: John R. Olson, Jr., M.D. (Indiana, 1968).

Residents: Ronald B. Addlestone, M.D. (Emory, 1968), Eric D. Alpert, M.D. (Duke 1970), Merle H. Barth, M.D. (Indiana, 1967), Steven H. Boswell, M.D. (Baylor, 1969 Terrence S. Carden, Jr., M.D. (Jefferson, 1971), Howard Cockrill, Jr, M.D. (Arkansas, 1968 Craig M. Coulam, M.D. (Duke, 1971), Larry M. Crane, M.D. (Baylor, 1968), Richard F Daffner, M.D. (Univ. of New York, Downstate 1969), Peter J. Dempsey, M.D. (Louisville 1966), Walter H. Forman, M.D. (Florida, 1970), Robert Gordon, M.D. (Duke, 1967 Parham R. Fox, M.D. (Med. Coll. Virginia, 1970), Herbert D. Helbig, M.D. (Indian 1968), Z. Stanley Herc, M.D. (New Jersey Coll. of Med., 1967), Trent A. Johnson, M.I (Southern California, 1969), James M. Jones, M.D. (Baylor, 1969), John D. Kreinces, M.I (Univ. of New York, Downstate, 1969), Nicholas Kutka, M.D. (Bratislava, 1951), James I Lowry, M.D. (Baylor, 1969), Charles T. Lynch, M.D. (Duke, 1967), Stuart J. Masters, M.I (Duke, 1969), Gerald F. Nieters, M.D. (St. Louis, 1966), Ebrahim Norouzi, M.D. (Wiconsin, 1968), Robert Ornitz, M.D. (Oklahoma, 1971), Norma T. Pay, M.D. (Philippine 1968), Ralph B. Perkerson, Jr., M.D. (Med. Coll. Georgia, 1971), Joseph F. Phillips, M.I (Emory, 1969), Randall S. Preissig, M.D. (Tennessee, 1971), James M. Prochaska, M.I (Baylor, 1969), Garrett F. Saikley, M.D. (Duke, 1971), Richard R. Six, M.D. (West Virgini 1968), David Leon Sommerville, M.D. (Pennsylvania, 1968), Rick Suberman, M.D. (Nor Carolina, 1970), William M. Thompson, M.D. (Pennsylvania, 1969), James W. Tyson, M.I (Arkansas, 1968), Jack Gardner Wall, M.D. (North Carolina, 1968), Michael D. Weave M.D. (Tennessee, 1968), Donald B. Williams, M.D. (Alabama, 1969), Henry O. William M.D. (Baylor, 1970), Lynn Witherspoon, M.D. (Georgia, 1969).

## Surgery

### DIVISION OF GENERAL AND THORACIC SURGERY

Instructors and Teaching Scholars: Sewell H. Dixon, Jr., M.D. (Emory, 1964); S. Kirk Orme, M.D. (Cornell, 1962).

Instructors and Chief Residents: James A. Alexander, M.D., (Duke, 1966); Jani

C. A. Fuchs, M.D. (Johns Hopkins, 1964); Bradley M. Rodgers, M.D. (Johns Hopkins, 1966); Andrew S. Wechsler, M.D. (State Univ. of New York, Downstate Med. Center, 1964).

Fellows: Jimmy L. Cox, M.D. (Tennessee, 1967); William C. DeVries, M.D. (Utah, 1970); John A. Holland, M.D. (Hahnemann Med. Coll., 1966).

Senior Assistant Residents: Robert P. Barnes, M.D. (Duke, 1971); William R. Beltz, M.D. (Illinois, 1970); Fred A. Crawford, Jr., M.D. (Duke, 1967); David L. Dalton, M.D. (Tennessee, 1969); Thomas M. Daniel, M.D. (Virginia, 1964); M. Wayne Flye, M.D. (North Carolina, 1967); Allan M. Gottlieb, M.D. (Univ. of Witwatersrand, 1960); John W. Hammon, Jr., M.D. (Tulane, 1968); Robert H. Jones, M.D. (Johns Hopkins, 1965); Kenneth P. Ramming, M.D. (Duke, 1965); John W. Yarbrough, M.D. (Bowman Gray, 1967).

Assistant Residents: John C. Alexander, Jr., M.D. (Duke, 1972); Michael J. Andrews, Jr., M.D. (Duke, 1972); J. David Dalton, M.D. (Duke, 1971); William B. Goodman, M.D. (Duke, 1972); Richard O. Gregory, M.D. (Indiana, 1971); W. Robin Howe, M.D. (Yale, 1971); Richard D. Kunske, M.D. (Northwestern, 1971); William A. Lambeth, III, M.D. (North Carolina, 1971); Charles M. Lindsey, M.D. (Tulane, 1968); E. Winters Mabry, M.D. (Oklahoma, 1971); John W. Shaffer, M.D. (Maryland, 1969); Stephen A. Mills, M.D. (McGill, 1971); William G. Moorefield, M.D. (Duke, 1969); Todd B. Orvald, M.D. (Jefferson, 1971); W. Steves Ring, M.D. (Harvard, 1971); Norman A. Silverman, M.D. (Boston, 1971); Bruce M. Smith, M.D. (Harvard, 1971); Lewis H. Stocks, III, M.D. (Marquette, 1971); Willard R. Thompson, M.D. (Med. Coll. of Virginia, 1969); David K. Wellman, M.D. (Duke, 1972); Ronald E. Woosley, M.D. (Kentucky, 1968).

First Year Residents: Bryan Barksdale, M.D. (Mississippi, 1972); Peter George Chikes, M.D. (North Carolina, 1972); Thomas Morgan Dreyer, M.D. (Illinois, 1972); David P. Hughes, M.D. (Jefferson, 1972); George Staples Leight, Jr., M.D. (Duke, 1972); Seth H. Lowell, M.D. (Duke, 1972); Michael H. Metzler, M.D. (Albany Med. Coll., 1972); Glenn E. Newman, M.D. (Duke, 1972); Walter J. Oakes, M.D. (Duke, 1972); George A. Parker, M.D. (Boston Univ., 1972); Harold R. Reeve, M.D. (Pennsylvania, 1972); John L. Rendall, III, M.D. (Duke, 1972); Glen R. Rhodes, M.D. (Duke, 1972); Lary A. Robinson, M.D. (Washington Univ., 1972); William C. Sharer, M.D. (Northwestern, 1972); Larry Slade, M.D. (Duke, 1972); William Alan Somers, M.D. (Duke, 1972); Lee A. Whitehurst, M.D. (North Carolina, 1972); Philip B. Woodhall, M.D. (Duke, 1972).

## DIVISION OF NEUROSURGERY

Instructors and Chief Residents: Stephen C. Boone, M.D. (Duke, 1965); Selvadurai Sivalingam, M.D. (Singapore, 1965).

Assistant Residents: Charles C. Duncan, Jr., M.D. (Duke, 1972); James Fulghum, III, M.D. (North Carolina, 1971); John P. Leonard, III, M.D. (North Carolina, 1970); Stephen C. Robinson, M.D. (Duke, 1967); Robert F. Wilfong, M.D. (Duke, 1967); David S. Zorub, M.D. (Tulane, 1970).

## DIVISION OF ORAL SURGERY

Instructor and Chief Resident: Scott C. Tolbert, D.D.S. (Columbia, 1970).

Assistant Resident: Howard B. Mallett, D.D.S. (West Virginia, 1967).

Intern: Ryland T. Traynham, D.D.S. (Med. Coll. of Virginia, 1968).

## DIVISION OF ORTHOPAEDIC SURGERY

Instructors and Chief Residents: Robert W. Gaines, M.D. (Duke, 1967); John M. Jarrelson, M.D. (Duke, 1964); W. Richard Hooper, M.D. (Bowman Gray, 1967); Rodney J. Mortenson, M.D. (Southern California, 1967); Veda N. Thakur, M.D. (Darbhanga Med. Coll., 1963).

Assistant Residents: Robert S. Adelaar, M.D. (Pennsylvania, 1970); James P. Aplington, M.D. (Johns Hopkins, 1966); William A. Bailey, M.D. (Kansas, 1966); Armando Bendana, M.D. (Univ. of San Carlos, 1969); Donald S. Bright, M.D. (Maryland, 1967); William A. Carr, M.D. (Duke, 1966); Ollie Edmunds, M.D. (Florida, 1967); Mark S. Feierstein, M.D. (State Univ. of New York, Downstate Med. Center, 1969); Lamar L. Fleming, M.D. (Georgia, 1965); Neil E. Green, M.D. (Albany Med. Coll., 1968); Charles L. Ham, M.D. (Oklahoma, 1967); Jay E. Hopkins, M.D. (Duke, 1968); Forney Hutchinson, M.D. (Duke, 1968); Philip K. Keats, M.D. (Duke, 1969); Charles R. King, M.D. (Med. Coll. of Georgia, 1968); Donald E. Mitchell, M.D. (Tennessee, 1966); Moheb S. Moneim, M.D. (Cairo Univ., 1963); Mitchel C. Newman, M.D. (Louisville, 1968); Gary G. Poehling, M.D. (Marquette,

1968); James A. Pressly, M.D. (North Carolina, 1966); Robert J. Ruderman, M.D. (Rochester, 1968); Panayotis Soucacos, M.D. (Univ. of Athens, 1965); Jan Stasikowski, M.D. (Duke, 1968); Robert E. Stein, M.D. (State Univ. of New York, Downstate Med. Center, 1967); Richard K. Straley, M.D. (Pennsylvania, 1966); Charles V. Taft, M.D. (Duke, 1968); Alex R. Verhoogen, M.D. (California at Irvine, 1968); Garron G. Weiher, M.D. (Michigan, 1966); Kenneth E. Wood, M.D. (Florida, 1970).

Fellows: John Euliano, M.D. (Georgetown, 1969); Raymond J. Groves, M.D. (London Univ., 1964).

## **DIVISION OF OTOLARYNGOLOGY**

Instructors and Chief Residents: Patrick W. Kosmicki, M.D. (Creighton, 1965); David J. Steinbauer, M.D. (Maryland, 1966); Joseph P. Zaepfel, M.D. (Duke, 1965).

Fellows: Raci Kabakci, M.D. (Univ. of Istanbul, Turkey, 1959); Taher A. Soliman, M.D. (Cairo Univ., Egypt, 1967).

Assistant Residents: Larry P. Conrad, M.D. (Bowman Gray, 1969); Lynn Allen Hughes, M.D. (Oklahoma, 1968); James T. Lowe, Jr., M.D. (Georgia, 1969); Toby S. Morgan, Jr., M.D. (Georgia, 1967); Randolph R. Smith, M.D. (Georgia, 1970); Frank R. Warder, M.D. (South Carolina, 1968).

## **DIVISION OF PLASTIC AND MAXILLOFACIAL SURGERY**

Instructors and Chief Residents: Norman M. Cole, M.D. (Loma Linda, 1962); Lisle Wayne, M.D. (Tennessee, 1962).

Assistant Residents: Henry W. Neale, M.D. (Med. Coll. of Virginia, 1964); Calvir Peters, M.D. (Louisiana State, 1964); Philip G. Prioleau, M.D. (South Carolina, 1967); Donald Serafin, M.D. (Duke, 1964); Joseph M. Still, M.D. (Georgia, 1964).

## **DIVISION OF UROLOGIC SURGERY**

Instructors and Chief Residents: Edmond T. Gonzales, M.D. (Tulane, 1965); Edgar J. Sanford, M.D. (Duke, 1965); W. Thomas Woodard, M.D. (Duke, 1967).

Fellows: George P. Hemstreet, III, M.D. (Hahnemann Med. Coll., 1968); Edward M. Mullin, Jr., M.D. (Columbia Coll. of Physicians and Surgeons, 1968).

Assistant Residents: Nicholas M. Bath, M.D. (Duke, 1967); George D. Case, M.D. (Northwestern, 1969); D. Patrick Currie, M.D. (Duke, 1966); H. Sykes DeHart, M.D. (Duke, 1967); Arthur E. Fetzer, M.D. (Cornell, 1967); John M. H. Hart, M.D. (Duke, 1968); Samuel P. Hawes, III, M.D. (Vanderbilt, 1967); Lloyd J. Peterson, M.D. (Northwestern, 1969); Peter S. Stevens, M.D. (Emory, 1967); John L. Weinerth, M.D. (Harvard, 1967).

## **ROSTER OF STUDENTS**

### **Class of 1976**

Allen, Faith (Univ. of Rochester), Berkeley Heights, New Jersey  
 Arentzen, Carl Edward (Princeton), Stratford, New Jersey  
 Ballard, Evan A. (Dartmouth), Monticello, Georgia  
 Beauchamp, Charles O. (Stanford), Houston, Texas  
 Beaumont, Ralph H. (Duke), Latham, New York  
 Becker, Robert L., Jr. (Miami), Columbus, Ohio  
 Beekman, Robert H., III, (Occidental), Carmichael, California  
 Berger, Keith (Harvard), Norfolk, Virginia  
 Bergin, Donald John (U. S. Military Academy), Harvey, Illinois  
 Bilsker, Martin (M.I.T.), Miami, Florida  
 Blaylock, Barbara Laine (Duke), Winston-Salem, North Carolina  
 Brown, Joan Sandy (Shaw), Brooklyn, New York  
 Brown, Michael Alan (University of Tennessee), Concord, Tennessee  
 Bundy, Ralph L. (Florida Technical), Daytona Beach, Florida  
 Cannon, David R. (Duke), San Francisco, California  
 Carlson, Desiree A. (Univ. of North Carolina), St. Paul, Minnesota  
 Caudill, Lucy H. (Duke), Charleston, West Virginia

Cheesborough, John D. (Duke), Asheville, North Carolina  
 Clayton, Linda Ann (N. C. Central), Timberlake, North Carolina  
 Coleman, Arnette (Livingstone), Norlina, North Carolina  
 Collins, David (Washington & Lee), Front Royal, Virginia  
 Cooke, James H., Jr. (Duke), New Bern, North Carolina  
 Crain, Barbara J. (Univ. of Calif., Irvine), Long Beach, California  
 Creagan, Susan M. (Radcliffe), Monroeville, Pennsylvania  
 Crigler, Norris Wolf, Jr. (U.N.C., Chapel Hill), Charlotte, North Carolina  
 Dae, Michael W. (N. C. State), Raleigh, North Carolina  
 Davies, Michael E. (Duke), Bay Village, Ohio  
 Dixon, George R. (U.N.C.), Durham, North Carolina  
 Dunn, Phillip Herbert (Yale), Tampa, Florida  
 Edgar, John Ralph (M.I.T.), Atlanta, Georgia  
 Eubank, Daniel F. (Swarthmore), Summerville, South Carolina  
 Fedor, John Michael (Penn. State), Winburne, Pennsylvania  
 Fisher, Samuel Rankin (Davidson), Hilton Head Island, South Carolina  
 Fitch, Robert Douglas (Duke), Fairmont, West Virginia  
 Forth, Richard Vernon (Duke), Roanoke, Virginia  
 Friedman, Gregg A. (Duke), Lexington, South Carolina  
 Galentine, Paul Guy (U. S. Naval Academy), Alexandria, Virginia  
 Geer, Michael Reynaud (Duke), Durham, North Carolina  
 Gellerstedt, Mary Ellen (Yale), Atlanta, Georgia  
 Gentry, Robert E. (Duke), Lynchburg, Virginia  
 Giesker, David William (Princeton), Watertown, Connecticut  
 Hanberry, Richard L., III, (Emory), Macon, Georgia  
 Herr, Douglas VanGeem (Williams), Summit, New Jersey  
 Hinkle, Bonnie K. (Duke), Welcome, North Carolina  
 Hull, Keith L., Jr. (Johns Hopkins), Battle Creek, Michigan  
 Hunter, John D. (Wesleyan), Allentown, Pennsylvania  
 Jacob, Andrew S. (Univ. of Mass.), Malverne, New York  
 Johnston, Michael Francis (Univ. of Georgia), Athens, Georgia  
 Jones, John Wesley (Duke), Charlotte, North Carolina  
 Jones, Roy B. (Duke), Durham, North Carolina  
 Kalman, Leonard (Wesleyan), Hillside, New Jersey  
 Keller, Ted Steven (Wake Forest), Charlotte, North Carolina  
 Kilpatrick, Russell James (U.N.C. at Chapel Hill), Asheboro, North Carolina  
 Kincaid, Stuart B. (Ohio State), Hillsboro, Ohio  
 King, George L. (Johns Hopkins), Richmond, Virginia  
 Koon, Richard Ethen (N. C. State), Asheville, North Carolina  
 Korngut, Irwin Steven (Dartmouth), Valley Stream, New York  
 Krauth, Lee E. (U. S. Air Force Academy), Canfield, Ohio  
 Lamb, Robert Vaughn (Duke), Southern Pines, North Carolina  
 Lambert, Paul Ray (Duke), South Charleston, West Virginia  
 Lambeth, John David (Southern Methodist), El Paso, Texas  
 Leggett, Margaret Irwin (Duke), Alexandria, Virginia  
 Leider, Karen E. (M.I.T.), Durham, North Carolina  
 Lesesne, Joseph B. (Duke), Spartanburg, South Carolina  
 Lies, Stephen Craig (Emory), Dothan, Alabama  
 Lipscomb, Robert M. (U.N.C. at Chapel Hill), Charlotte, North Carolina  
 Livingston, Charles Harris, III (Davidson), Durham, North Carolina  
 Luikart, Sharon Davis (West Virginia), South Charleston, West Virginia  
 McCracken, J. Stuart (Davidson), Durham, North Carolina  
 McKee, Heather C. (Kirkland), Glens Falls, New York  
 Manning, Stuart Hall (U.N.C. at Chapel Hill), Chapel Hill, North Carolina  
 Marquardt, John David (Notre Dame), Clearwater, Florida  
 Marshall, Janet Iris (Univ. of Penn.), Cheltenham, Pennsylvania  
 Mickey, John V. (Duke), Durham, North Carolina  
 Miller, James York E. (Harvard), Guilford, Connecticut  
 Mitchell, James M. (Harvard), Edina, Minnesota  
 Moore, Reginald Graham, Jr., (U. S. Military Academy), Durham, North Carolina  
 Morgan, Anthony Dean (Duke), Laurel, Maryland  
 Murray, John Carroll (Williams), Reynoldsville, Pennsylvania  
 Neal, John William (U.N.C. at Chapel Hill), Hamlet, North Carolina  
 Nicholson, Britain Walton (U.N.C. at Chapel Hill), Chapel Hill, North Carolina

Olshan, Arthur Robert (Brooklyn), Rockaway Park, New York  
 Papadopoulos, Demetrios A. (Dartmouth), Atlanta, Georgia  
 Parsons, James Thomas (Duke), Oak Ridge, Tennessee  
 Perler, Bruce Alan (Duke), New Bedford, Massachusetts  
 Piech, Kenneth Stowell (Purdue), Wilmington, Delaware  
 Podolsky, Susan (Univ. of Penn.), Philadelphia, Pennsylvania  
 Polisson, Richard Paul (Yale), Swampscott, Massachusetts  
 Robertson, Dwight L. (Duke), DeKalb, Illinois  
 Roden, William C. (U. S. Military Academy), Cookeville, Tennessee  
 Savage, Robert M. (Univ. of Kentucky), Maysville, Kentucky  
 Schlossman, David Michael (Columbia), Kenmore, New York  
 Schultz, Diana J. (Valparaiso), Curtiss, Wisconsin  
 Scoggins, Bernard (Davidson), Dalton, Georgia  
 Sharp, Gregory H. (Calif. Institute of Technology), Squantum, Mass.  
 Shaw, Robert A. (Duke), Decatur, Georgia  
 Singler, Robert Charles (Oberlin), Cary, North Carolina  
 Stein, Robert B. (Indiana), Kokomo, Indiana  
 Swetenburg, Raymond Lee (Davidson), Gainesville, Georgia  
 Tannenbaum, Sigmund I. (Duke), Greensboro, North Carolina  
 Tate, Robert Marshall (U.N.C. at Chapel Hill), Greensboro, North Carolina  
 Treadwell, Edward Louis (N.C. A & T State), Garland, North Carolina  
 Unger, Stephen Wise (Columbia), Miami Beach, Florida  
 Upchurch, Katherine S. (Sweet Briar), Birmingham, Alabama  
 vanBenthuyzen, Karyl M. (Yale), White Plains, New York  
 Vick, Giles Wesley, III, (Duke), Monroe, North Carolina  
 Vincent, Michael Paul (Duke), Clifton, Virginia  
 Webb, Mary Sharon (Univ. of Virginia), Alexandria, Virginia  
 Weinstein, Philip (Dartmouth), West Hartford, Connecticut  
 Whitaker, Willie Roscoe (Notre Dame), Columbia, South Carolina  
 Whitesides, Daniel B. (Erskine), Sumter, South Carolina  
 Whitlow, Patrick L. (Univ. of Virginia), Atlanta, Georgia  
 Williams, Robert Dean, Jr., (Duke), Durham, North Carolina  
 Williams, Robert Lee (Duke), Wilmington, North Carolina  
 Williford, Margaret E. (U.N.C. at Chapel Hill), Lillington, North Carolina  
 Woods, Gerald M. (Princeton), Kansas City, Missouri  
 Worlax, Frank (Duke), Hillsborough, North Carolina  
 Zack, Brian Gary (Princeton), New York, New York  
 Ziegler, Robert Eliot (University of Colorado), College Park, Georgia

## Class of 1975

Agner, Roy Christopher (Lenoir Rhyne), Cornelius, North Carolina  
 Allison, James Richard, III (Davidson), Columbia, South Carolina  
 Andrew, Louise Briggs (Duke), Durham, North Carolina  
 Area, Leandro Crescencio (William & Mary), Miami, Florida  
 Arey, Jo Ann Holshouser (Duke), Rockwell, North Carolina  
 Arnold, Luther Christian (Duke), Burlington, North Carolina  
 Austin, Robert Marshall (Lafayette), Westfield, New Jersey  
 Baker, Elizabeth Renwick (Duke), Newberry, South Carolina  
 Ball, Robert Morris (Georgia Institute of Technology), Dallas, Texas  
 Barnes, Larry (U.N.C. at Chapel Hill), Robersonville, North Carolina  
 Beardsley, George Peter (Princeton), Old Lyme, Connecticut  
 Becker, Matthew Joseph (Massachusetts Institute of Technology), N. Miami Beach, Florida  
 Bolander, Franklin Francis, Jr. (Armstrong State), Savannah, Georgia  
 Bonin, Andrew Anthony (Pomona), Encino, California  
 Bonner, Ernest Lincoln, Jr. (Duke), Gaffney, South Carolina  
 Borowitz, Michael Joseph (Massachusetts Institute of Technology), Bronx, New York  
 Bousquet, Franklin Philip, III (Dartmouth), Savannah, Georgia  
 Boyd, James Francis (Citadel), Newberry, South Carolina  
 Brady, Charles Eldon, Jr. (U.N.C. at Chapel Hill), Robbins, North Carolina  
 Butler, Stephen Robert (U.N.C. at Chapel Hill), Roseboro, North Carolina  
 Campbell, William Keith (State Univ. of N. Y. at Buffalo), Williamsville, New York  
 Cappello, Roger William (Williams), Glens Falls, New York

Chambers, John Willis, Jr. (Princeton), Richmond, Virginia  
 Clegg, Herbert William, II (Davidson), Cockeysville, Maryland  
 Cordingley, Gary Edward (Purdue), Crown Point, Indiana  
 Davis, Alan Dean (Emory), Knoxville, Tennessee  
 Donohue, Hugh James, Jr. (U. S. Military Academy), Rockville Centre, New York  
 Dorminy, John Henry, III (Emory), Fitzgerald, Georgia  
 Draffin, Richard Marion (Duke), Columbia, South Carolina  
 Drake, Robert Eldon, Jr. (Princeton), Winter Park, Florida  
 Durham, David Allen (U.N.C. at Chapel Hill), Charlotte, North Carolina  
 \*Eiden, Joseph John, Jr. (Duke), Wilmington, North Carolina  
 Faeder, Isabelle Richmond (Cornell), Durham, North Carolina  
 Fields, Richard Alan (Hampton Institute), Greensboro, North Carolina  
 Forcica, Mary Ann (Marquette), Milwaukee, Wisconsin  
 Fortune, John Bradley (Duke), Indianapolis, Indiana  
 Fouts, Anthony Calhoun (University of Virginia), Atlanta, Georgia  
 Fries, Louis Frederick, III (Johns Hopkins), Wayne, Pennsylvania  
 Fromer, Carl (Columbia), St. Croix, U. S. Virgin Islands  
 Gober, Henry Fred, Jr. (Duke), Atlanta, Georgia  
 Goodkind, David Jay (State Univ. of N. Y. at Buffalo), Roslyn, New York  
 Graham, Suzanne Carol (Cornell), Chapel Hill, North Carolina  
 Gross, Wendy Elise (Hofstra), N. Bellmore, New York  
 Harvey, Robert Clinton (U. S. Military Academy), Pebble Beach, California  
 Hawley, Philip Caldwell (Princeton), Columbus, Ohio  
 Hess, David Stephen (University of Florida), Douglasville, Georgia  
 Humphrey, John Edward, Jr. (Ga. Institute of Technology), Sparta, Georgia  
 Jarvis, Stuart Craig (Vanderbilt), Louisville, Kentucky  
 Jenkins, Susan Wray (U.N.C. at Chapel Hill), Durham, North Carolina  
 Jobin, Michael John (Harvard), Somerville, New Jersey  
 Johnston, William Elliott (Duke), Jackson, Mississippi  
 Joiner, Clinton Hubert (Georgia Institute of Technology), Decatur, Georgia  
 Josephs, Shelby Harold (Univ. of Pennsylvania), Baltimore, Maryland  
 Kahn, Robert Ira (Cornell), Newburgh, New York  
 Kapsch, Donald Norman (Princeton), Boca Raton, Florida  
 Kehne, Barbara Joanne (Mount Holyoke), Hagerstown, Maryland  
 Kessler, Allen Reif, II (Davidson), Jeffersonton, Kentucky  
 Khoury, Christopher Paul (Yale), Oklahoma City, Oklahoma  
 Kleinerman, Eugenie Sue (Washington), Shaker Heights, Ohio  
 Lang, Laurence Alan (Univ. of Calif. at Los Angeles), North Hollywood, California  
 Larson, Richard Martin (Cornell), Laurel Bay, South Carolina  
 Lhotsky, Dora Maratka (Duke), Durham, North Carolina  
 Lober, Clifford Warren (Columbia), Falls Church, Virginia  
 MacIntosh, Victor Henry (Duke), Chapel Hill, North Carolina  
 Manners, Richard Eugene (Duke), Durham, North Carolina  
 Marlow, Michele (Emory), Chipley, Florida  
 McCarley, Dean Latain (Northwestern), Sarasota, Florida  
 McCarty, Gale Anne (Duke), Durham, North Carolina  
 Miller, Michael David (Michigan), Cheverly, Maryland  
 Moore, Benjamin Edgar (Davidson), Columbia, South Carolina  
 Muller, Thomas Walter (Massachusetts Institute of Technology), Richmond, Virginia  
 Novak, Robert William (Brown), Berea, Ohio  
 Ose, Dennis Eugene (Purdue), Indianapolis, Indiana  
 Paulson, Jerome Avrom (Univ. of Maryland), Baltimore, Maryland  
 Peksa, Pamela Eileen (Univ. of Maryland), Simpsonville, Maryland  
 Pfister, William Charles (Duke), Monroe, North Carolina  
 Phillips, Harry Rissler, III (Washington & Lee), Spartanburg, South Carolina  
 Poeschel, Bernard Bruce (Wisconsin State University), Durand, Wisconsin  
 Poston, William Mason (U.N.C. at Chapel Hill), Mooresville, North Carolina  
 Priour, Harlan Lary (Duke), Ingram, Texas  
 Reid, Barbara Sue (Rice), Shreveport, Louisiana  
 Rhoads, Edward John (Duke), Durham, North Carolina  
 Richardson, David Lee (U.N.C. at Chapel Hill), Laurinburg, North Carolina  
 Robinson, Charles Hall, Jr. (Princeton), Elizabeth City, North Carolina

\* Leave of absence.

Rockson, Stanley Glenn (Duke), Miami Beach, Florida  
 Schenk, Worthington George, III (Univ. of Rochester), Kenmore, New York  
 Simpson, John Bush (University of Texas), Houston, Texas  
 Singer, Francis Philip Graham (Duke), Ft. Lauderdale, Florida  
 Singletary, William Vance, Jr. (Duke), Durham, North Carolina  
 Snyder, David Warren (Princeton), Metairie, Louisiana  
 Stansbury, Stephen Williams (Johns Hopkins), Louisville, Kentucky  
 Steele, John Carson Hay, Jr. (Duke), N. Augusta, South Carolina  
 Stoughton, Ned Stanley (Univ. of California), Berkeley, California  
 Stubbs, Thomas Mangum (Princeton), Durham, North Carolina  
 Tatum, Arthur Howard (University of Wisconsin), Harrington, New Jersey  
 Tift, Jerome Pound (Vanderbilt), Macon, Georgia  
 Toher, Raymond Joseph, Jr. (Duke), Spartanburg, South Carolina  
 Westby, Steven Ray (Duke), Madison, Minnesota  
 Wilkerson, Stephen Young (King), Portsmouth, Virginia  
 Williams, Lewis Thomas (Rice), Toccoa, Georgia  
 Williams, Linda Rankin (N. C. A & T State), Greensboro, North Carolina  
 Wojeski, William Victor (Massachusetts Institute of Technology), Erie, Pennsylvania  
 Zaino, Richard John (Holy Cross), Scotch Plains, New Jersey

### Class of 1974

Abernethy, John Lloyd (Duke), Charlotte, North Carolina  
 Ahmann, Gerald Black (Duke), St. Charles, Missouri  
 Alexander, Leon George, Jr. (Virginia), Gastonia, North Carolina  
 Andrew, Clifford George (Columbia), Florissant, Missouri  
 Baber, Collins Earl (N. C. Central Univ.), Durham, North Carolina  
 Barham, James Eldred (South Carolina), Columbia, South Carolina  
 Bateman, Alan Lawrence (Columbia), New York, New York  
 Bermanzohn, Paul Carl (City College of New York), Bronx, New York  
 Berry, William Rosser (Davidson), Raleigh, North Carolina  
 Blumhagen, Dan William (Michigan State), Lansing, Michigan  
 Board, Robert Jeffrey (Duke), Front Royal, Virginia  
 Brantley, Bert Alton, Jr. (Duke), Columbia, South Carolina  
 Brantley, Ingrid Pierce (Smith), Hillsborough, North Carolina  
 Broders, Albert Compton, III (Texas), Temple, Texas  
 Brownlee, Michael Alan (Swarthmore), Rice Lake, Wisconsin  
 Burge, Joseph John (Temple), Shenandoah, Pennsylvania  
 Call, Newel Branson (Harvard), Portland, Oregon  
 Carmichael, Ann Gayton (DePauw), Roanoke, Virginia  
 Carnavale, Nicholas Theodore (Arizona), Tucson, Arizona  
 Casagrande, Sandra Maas (Boston), Belmont, Massachusetts  
 Cassell, Robert Holland (Harvard), Atlanta, Georgia  
 Chatterton, Howard Treat (Harvard), Denver, Colorado  
 Chernys, Ann Ester (Cornell), Poughkeepsie, New York  
 Cohen, Mitchell Lewis (Duke), Greensboro, North Carolina  
 Cohen-Cole, Steven Arnold (Harvard), Rockville Centre, New York  
 Curl, Walton Wright (U. S. Military Academy), Littleton, Colorado  
 Cutler, Daniel Joshua (Harvard), Bangor, Maine  
 David, Richard Joseph (Dartmouth), Jacksonville, Florida  
 Davis, Pamela Bowes (Smith), Huntington, New York  
 Denton, Jimmie Gwyn (UNC), Washington, North Carolina  
 Dorsey, James Stonewall (Duke), Cheraw, South Carolina  
 Downs, Robert Woodward, Jr. (Duke), Greenville, South Carolina  
 Drawbaugh, Edward John (Maryland), Hagerstown, Maryland  
 Drysdale, Daniel Brian (Princeton), St. Augustine, Florida  
 Eisenbarth, George Stephen (Columbia), Oxford, North Carolina  
 English, Peter Calvin (Duke), Durham, North Carolina  
 Findlay, William Allan (MIT), Charlotte, North Carolina  
 Fisher, William Sloan, III (Davidson), Winston-Salem, North Carolina  
 Flowers, John Buchanan (Davidson), Richmond, Virginia  
 Foster, William Leicester (UNC), Roanoke, Virginia  
 Garrett, William Elwood, Jr. (UNC), Roxboro, North Carolina

Garson, Arthur, Jr. (Princeton), New York, New York  
 Georgiade, Gregory Stephen (UNC), Durham, North Carolina  
 Gilbert, Robert Woodrow, Jr. (Emory), Elko, Georgia  
 Gipson, Thomas G. (Johns Hopkins), Mechanicsburg, Pennsylvania  
 Gnepp, Douglas Robbin (Drexel Inst. of Tech.), Philadelphia, Pennsylvania  
 Goellner, William Edward (Michigan State), Lansing, Michigan  
 Goldner, Richard Douglas (Duke), Durham North Carolina  
 Goodenberger, Daniel (Nebraska), Lincoln, Nebraska  
 Goscin, Stephen Andre (Princeton), Richardson, Texas  
 Grandis, Arnold Stephen (Washington & Lee), Richmond, Virginia  
 Grulke, David Carl (Ohio State), Berea, Ohio  
 Holton, Walter Leggett (Wake Forest), Edenton, North Carolina  
 Hopkins, Richard Alan (Duke), Durham, North Carolina  
 Jason, Casey John (Northwestern), Glenview, Illinois  
 Jones, Lanning Derryl (Duke), Durham, North Carolina  
 Joyner, Ronald Wayne (UNC), Durham, North Carolina  
 Keel, James Franklin, III (Duke), Hockessin, Delaware  
 Kessler, Dale Leroy (Dartmouth), Durham, North Carolina  
 Koman, Louis Andrew (Duke), Winchester, Virginia  
 Kopelman, Richard Ira (Harvard), Natick, Massachusetts  
 Krause, Robert Allen (Penn. State), Durham, North Carolina  
 Leppert, Phyllis Carolyn (Columbia), Ridgewood, New Jersey  
 Lester, Robert Martin (Princeton), Great Neck, New York  
 Lillydahl, William Conrad (Princeton), Milwaukee, Wisconsin  
 Lister, Eric David (Haverford), Baltimore, Maryland  
 Lloyd, Stephen Carroll (Johns Hopkins), Baltimore, Maryland  
 Lothman, Eric William (Duke), Kirkwood, Missouri  
 Maulitz, Russell Charles (Imperial), Birmingham, Alabama  
 Medlin, Douglas Anthony (St. Louis), Louisville, Kentucky  
 Mold, James William (Michigan), Durham, North Carolina  
 Moss, Jonathan (Harvard), Belmont, Massachusetts  
 Nadas, John Adalbert (Case Western Reserve), Lakewood, Ohio  
 Nadel, Andrew Thomas (Columbia), New York, New York  
 Nagey, David Augustus (Purdue), Bloomfield Hills, Michigan  
 Newman, Walter Joseph (Duke), Clinton, North Carolina  
 Norcross, William Arthur (Ursinus), Toms River, New Jersey  
 Paris, Steven Andrew (Harvard), Roslindale, Massachusetts  
 Pass, Harvey Ira (Johns Hopkins), Baltimore, Maryland  
 Perry, John Christopher (Dartmouth), Fayetteville, New York  
 Plumb, Vance John (Hampden Sydney), Richmond, Virginia  
 Porter, Wayne Randolph (MIT), Boston, Massachusetts  
 Powell, Norborne Berkeley (Stanford), Houston, Texas  
 Powell, Robert Charles (Shimer), Largo, Florida  
 Pyles, Jerald Dennis (Georgetown), Temple Hills, Maryland  
 Rainey, Thomas Gilman (Duke), Chevy Chase, Maryland  
 Raugi, Gregory John (Brown), Atherton, California  
 Rosenblitt, Daphne Allister (Pomona), Escondido, California  
 Rosenthal, John Thomas (Johns Hopkins), Norfolk, Virginia  
 Rothstein, Manfred Sheldon (Johns Hopkins), Owings Mills, Maryland  
 Sanders, Lee (Swarthmore), Levittown, Pennsylvania  
 Sanfilippo, Alfred Paul (Pennsylvania), Malba, New York  
 Sateia, Michael John (Dartmouth), Jacksonville, Florida  
 Schiff, Richard Ivan (George Washington), Wheaton, Maryland  
 Schocken, Douglas David (Duke), McLean, Virginia  
 Schwartz, Marcia Freed (Duke), Philadelphia, Pennsylvania  
 Scott, John Glenn (Duke), Tillar, Arkansas  
 Shipley, Michael Burgess (Oklahoma City), Oklahoma City, Oklahoma  
 Sides, Paul J. (Centre), Lancaster, Kentucky  
 Simrel, Kermit Oscar, Jr. (Howard), High Point, North Carolina  
 Skarin, Robert Mark (Earlham), Arlington, Virginia  
 Sneiderman, Charles Alan (Maryland), Wheaton, Maryland  
 Spector, Arthur George (Duke), Falls Church, Virginia  
 Spray, Thomas Laton (Haverford), Oak Ridge, Tennessee  
 Stead, William Wallace (Duke), Durham, North Carolina

Strohmeier, Gerald Lynn (Kansas), Seneca, Kansas  
 Stulting, Robert Doyle, Jr. (Duke), Knoxville, Tennessee  
 Tager, Mark Jeffrey (Duke), Merrick, New York  
 Teutsch, Steven Michael (Harvard), Salt Lake City, Utah  
 Thistlethwaite, James Richard (Amherst), Washington, D. C.  
 Thompson, Charlotte Ann (William & Mary), Marion, Virginia  
 Todd, Robert Franklin, III (Duke), Granville, Ohio  
 Troxler, David Hays (Davidson), Salisbury, North Carolina  
 Waite, Robert Sears (Duke), Atlanta, Georgia  
 Walters, David Lee (Duke), Roanoke, Virginia  
 Walther, Philip John (Michigan State), Van Wert, Ohio  
 Waugaman, Richard Merle (Princeton), Signal Mountain, Tennessee  
 Weeks, Kenneth Durham, Jr. (Davidson), Rocky Mount, North Carolina  
 Weiner, Richard David (Pennsylvania), Maitland, Florida  
 Weisiger, Richard Atlee (Princeton), Potomac, Maryland  
 Wesly, Robert Lawrence (Western Maryland), Severna Park, Maryland  
 Wiener, Stephen R. (Yale), Portland, Oregon  
 Wiley, Jerry William (Livingstone), East Spencer, North Carolina  
 Williams, Eddie Meek, III (Duke), Columbia, South Carolina  
 Williams, Robert Sanders (Princeton), Athens, Georgia  
 Wolff, Bruce Giles (Davidson), Columbus, Georgia  
 Yancey, Michael Victor (Harvard), Atlanta, Georgia  
 Zellinger, Michael Jay (Duke), Canton, Ohio

### Class of 1973

Africa, Bruce Beyer (California), Watertown, Massachusetts  
 Auerbach, Burt Jeffrey (Rutgers), North Plainfield, New Jersey  
 Benbow, John Miller (Davidson), Statesville, North Carolina  
 Cahill, James David, Jr. (Duke), Charlotte, North Carolina  
 Cole, Thomas Carroll, Jr. (Texas), Huntsville, Texas  
 Collins, Donald John (MIT), Minneapolis, Minnesota  
 Conley, Martin James, Jr. (Princeton), Ft. Lauderdale, Florida  
 D'Angelo, Lawrence James (Harvard), Southington, Connecticut  
 Ducore, Jonathan Mark (Rutgers), Elberon, New Jersey  
 Durham, George Homer, II (Harvard), Durham, North Carolina  
 Edwards, Keith Robert (Williams), Lake Forest, Illinois  
 Ellett, James Wiley (Duke), Wilmington, Delaware  
 Flickinger, Edward Garner (UNC), Lima, Ohio  
 Frost, Richard Baylin (Wesleyan), Glens Falls, New York  
 Gordon, Richard Evans (Duke), Washington, D. C.  
 Grauerholz, John Edward (Duke), Durham, North Carolina  
 Hallett, John William, Jr. (USAF Academy), Wheeling, West Virginia  
 Hardaker, William Thomas, Jr. (Pennsylvania), Chapel Hill, North Carolina  
 Hartley, David Paul (New College), Wheatland, Wyoming  
 Hartwig, Geoffrey Bryan (Southern Miss.), Hattiesburg, Mississippi  
 Hibler, Thomas Decatur, Jr. (Duke), Durham, North Carolina  
 High, William Lank (Duke), Boone, North Carolina  
 Kahler, Stephen Gregory (Princeton), Los Angeles, California  
 Karp, Daniel David (Harvard), Mattapan, Massachusetts  
 Kidd, John Graydon, Jr. (Virginia), Bronxville, New York  
 Kline, Lanning Bernard (Alberta), Edmonton, Alberta, Canada  
 Lawrason, Peter Douglas (Kenyon), Haverford, Pennsylvania  
 Leonard, Stephen David (Oberlin), Kew Gardens, New York  
 Limbird, Thomas James (Wooster), Defiance, Ohio  
 Lowell, Seth Hawksworth (Indiana), Bloomington, Indiana  
 Maier, Ronald Vitt (Notre Dame), Shadyside, Ohio  
 Marion, Jeremiah Richard, III (Duke), Winston-Salem, North Carolina  
 Martin, Scott Addington (Clemson), Rock Hill, South Carolina  
 Mason, David Hout, Jr. (Williams), Castle Point, New York  
 McConaughy, Robert Schnoor (Calif. at Berkeley), Redwood City, California  
 McDonald, John Alexander (Rice), Lakeland, Florida  
 McLean, George Wallace (UNC), Clinton, North Carolina

McNeer, James Frederick (Hampden-Sydney), Huntington, West Virginia  
 Miller, David Edward (Duke), Hillsborough, North Carolina  
 Miller, Donald Max (Florida State), Blountstown, Florida  
 Miller, Joseph Matthew, Jr. (Johns Hopkins), Timonium, Maryland  
 Miller, Robert David (Davidson), Chapel Hill, North Carolina  
 Nathan, Michael Roland (Duke), Durham, North Carolina  
 Newman, Glenn Edwin (Duke), Clinton, North Carolina  
 Norris, David Albert (Johns Hopkins), Towson, Maryland  
 Ost Dahl, Roger Harold (Duke), Wilmington, Delaware  
 Pilot, Mitchell Charles (Jefferson Med. College), Hammond, Indiana  
 Pizzo, Salvatore Vincent (St. Joseph's), Philadelphia, Pennsylvania  
 Quinn, Dianne McDonald (UNC), Washington, D. C.  
 Quinn, Graham Earl (Duke), Reston, Virginia  
 Raizes, Gary Scott (Harvard), Mason City, Iowa  
 Rendall, John Lloyd, III (Harvard), Dellwood, Minnesota  
 Robinson, Stuart Fleetwood (Pomona), Los Angeles, California  
 Rosenblitt, Donald Lewis (Princeton), Flushing, New York  
 Rothstein, Thomas Lane (George Washington), Arlington, Virginia  
 Samuel, Edward T. (New York Univ.), New York, New York  
 Sarn, James Edward (U.S. Military Academy), Sea Girt, New Jersey  
 Scherer, Charles King (Princeton), Delray, Florida  
 Schroeder, Terry Milton (Davidson), Charlotte, North Carolina  
 Schwartz, Jared Naphtali (Ohio State), Youngstown, Ohio  
 Schwartz, Martin Lerner (Pennsylvania), Philadelphia, Pennsylvania  
 Shasby, Douglas Michael (Univ. of Texas Southwestern), Youngstown, Ohio  
 Shaw, Dale Russell (Duke), Stewartstown, Pennsylvania  
 Simon, Richard Henry (Michigan), Huntington Woods, Michigan  
 Slade, Clement Lawrence (Davidson), Jacksonville, Florida  
 Solovieff, Gregory Vladimir (Columbia), Amityville, New York  
 Spaulding, Jean Gaillard (Columbia), Durham, North Carolina  
 Strittmatter, Warren James (Dartmouth), Plainview, New York  
 Sung, Chung-Shin (New York), New York, New York  
 Talmadge, John Mills, Jr. (Dartmouth), Big Spring, Texas  
 Taylor, Lloyd McCully, Jr. (Colorado), Durham, North Carolina  
 Thomas, Cornelius Bullard, Jr. (Duke), Atlanta, Georgia  
 Williams, William Harrison, III (Wake Forest), Rock Hill, South Carolina  
 Wilson, Joanne Peebles (UNC), Raleigh, North Carolina  
 Zwelling, Leonard Alan (Duke), North Bellmore, New York

### **Class of 1972 With Internship Appointments**

Alexander, John Charles, Jr. (Rocky Mount, North Carolina), Duke Medical Center, Durham, North Carolina  
 Andersen, Dana K. (Glen Cove, New York), Duke Medical Center, Durham, North Carolina  
 Andrade, William George, Jr. (Wichita Falls, Texas), Childrens Hospital Medical Center, Boston, Massachusetts  
 Andrews, Michael Joseph, Jr. (Greensboro, North Carolina), Duke Medical Center, Durham, North Carolina  
 Arvan, Glenn D. (Scarsdale, New York), New York Hospital of Cornell University, New York, New York  
 Ball, John Robert (Auburn, Alabama), Duke Medical Center, Durham, North Carolina  
 Barco, Daniel Harris (Medina, Ohio), Memorial Hospital, Chapel Hill, North Carolina  
 Benson, Dudley Woodrow, Jr. (Shrewsbury, Massachusetts), Duke Medical Center, Durham, North Carolina  
 Bley, Donald Edward (Takoma Park, Maryland), Hershey Medical Center, Hershey, Pennsylvania  
 Bornstein, Neal Gerald (Swampscott, Massachusetts), Childrens Hospital, Pittsburgh, Pennsylvania  
 Brown, Samuel Burnett (Daisy, Tennessee), Emory University Affiliated Hospitals, Atlanta, Georgia  
 Buckman, Robert Francis, Jr. (Milford, Connecticut), Johns Hopkins Hospital, Baltimore, Maryland  
 Butts, John Davis, Jr. (Closter, New Jersey), Duke Medical Center, Durham, North Carolina

Butts, Nancy J. Tribley (Greenville, North Carolina), Duke Medical Center, Durham, North Carolina

Charney, James (Hewlett, New York), University of Washington Affiliated Hospitals, Seattle Washington

Childs, Robert William (Morgantown, West Virginia), Hershey Medical Center, Hershey Pennsylvania

Cohen, Lawrence Franklin (Chevy Chase, Maryland), Childrens Hospital Medical Center Boston, Massachusetts

Copeland, Dana Derward (Baton Rouge, Louisiana), Duke Medical Center, Durham, North Carolina

Corless, Joseph Michael (North Bergen, New Jersey), Duke Medical Center, Durham, North Carolina

Coulam, Craig Merrill (Salt Lake City, Utah), Duke Medical Center, Durham, North Carolina

Dalton, James David (Asheboro, North Carolina), Memorial Hospital, Chapel Hill, North Carolina

David, Clifford Baynes (Jacksonville, Florida), Childrens Hospital, Philadelphia, Pennsylvania

Davis, Glenn Craig (Durham, North Carolina), Duke Medical Center, Durham, North Carolina

Drennan, Dale Clay (Barrington, Rhode Island), Childrens Hospital, Washington, District of Columbia

Duncan, Charles Cecil (Durham, North Carolina), Duke Medical Center, Durham, North Carolina

Dyer, Allen Ralph (Newport, Maine), Duke Medical Center, Durham, North Carolina

Eckman, Laurie Nelson (Houston, Texas), Baylor College of Medicine Affiliated Hospitals Houston, Texas

Engel, Susan Jean (Durham, North Carolina), Thomas Jefferson University Hospital, Philadelphia, Pennsylvania

Ewald, Thomas McConnell (New Martinsville, West Virginia), U. S. Public Health Service Hospital, San Francisco, California

Forth, David Stephens (Roanoke, Virginia), University of California Hospitals, San Francisco California

Frey, James Lewis (St. Louis, Missouri), University of Chicago Hospitals and Clinics Chicago, Illinois

Garr, David Ross (Miami, Florida), Highland Hospital of the University of Rochester Rochester, New York

Goodman, William Bruce (Kansas City, Missouri), Duke Medical Center, Durham, North Carolina

Gordon, Gene Stephen (Queens, New York), Duke Medical Center, Durham, North Carolina

Gordon, Richard Evans (Washington, District of Columbia), Vanderbilt University Hospital Nashville, Tennessee

Gretes, John Constantine (Norfolk, Virginia), University of Virginia Hospital, Charlottesville Virginia

Hankey, Terry Lee (Dayton, Ohio), University of Wisconsin Medical Center, Madison Wisconsin

Hawkins, Hal Kenneth (Bartlesville, Oklahoma), Duke Medical Center, Durham, North Carolina

Haynes, James Hugh (Durham, North Carolina), Vanderbilt University Hospital, Nashville Tennessee

Herpel, John King (Wallingford, Pennsylvania), Montiflore Hospital, Pittsburgh, Pennsylvania

Hopkins, Elwood Wilbur, III (Morrisville, North Carolina), Duke Medical Center, Durham North Carolina

Hoverman, Isabel Vreeland (Princeton, New Jersey), Duke Medical Center, Durham, North Carolina

Jaffe, Charles J. (Merion, Pennsylvania), Duke Medical Center, Durham, North Carolina

Jarrett, David Bernard (Flushing, New York), Kings County Hospital, Brooklyn, New York

Jensen, Christian Edward (Leonardo, New Jersey), Naval Hospital, Portsmouth, Virginia

Lake, Charles Raymond (Shreveport, Louisiana), Duke Medical Center, Durham, North Carolina

Lane, John Weston (Avondale Estates, Georgia), Vanderbilt University Hospital, Nashville Tennessee

Lawrence, John Elmore (Raleigh, North Carolina), Duke Medical Center, Durham, North Carolina

Leight, George Staples (Winston-Salem, North Carolina), Duke Medical Center, Durham North Carolina

Levitin, David Alan (New Haven, Connecticut), Presbyterian-University Hospital of the Pennsylvania Medical Center, Philadelphia, Pennsylvania  
 Levitt, Morton Hill (Brooklyn, New York), Duke Medical Center, Durham, North Carolina  
 Lewis, Mary Kendra (Swarthmore, Pennsylvania), Hunterdon Medical Center, Flemington, New Jersey  
 Love, James McLean (Lincolnton, North Carolina), Duke Medical Center, Durham, North Carolina  
 Luger, Alan Mark (Englewood, New Jersey), University of Chicago Hospitals and Clinics, Chicago, Illinois  
 Lundy, Edmund George (Durham, North Carolina), University of Miami Affiliated Hospitals, Miami, Florida  
 Martin, Samuel Preston (Gainesville, Florida), New York Hospital of Cornell University, New York, New York  
 McCarty, Kenneth Scott (Durham, North Carolina), Duke Medical Center, Durham, North Carolina  
 McClure, Charles Gettys (Atlanta, Georgia), Cleveland Metropolitan Hospital, Cleveland, Ohio  
 McMahon, Edward Matthew (Fair Haven, New Jersey), Childrens Medical Center, Seattle Washington  
 McRae, John Radford (Augusta, Georgia), Duke Medical Center, Durham, North Carolina  
 Michel, Randall George (Glendora, California), Duke Medical Center, Durham, North Carolina  
 Migliori, John Gererd (Trenton, New Jersey), University of Miami Affiliated Hospitals, Miami, Florida  
 Miller, Clinton Frederick, III (Wilmington, Delaware), Case Western Reserve University Affiliated Hospitals, Cleveland, Ohio  
 Mittler, Brant Steven (Corpus Christi, Texas), Baylor College of Medicine Affiliated Hospitals, Houston, Texas  
 New, William, Jr. (Hillsborough, North Carolina), University of California Hospitals, Los Angeles, California  
 Oakes, Walter Jerry (DeSoto, Missouri), Duke Medical Center, Durham, North Carolina  
 Oelrich, William Lyle (Sanford, North Carolina), Baylor College of Medicine Affiliated Hospitals, Houston, Texas  
 Pearlman, Mark Howard (Rochester, New York), University of Colorado Affiliated Hospitals, Denver, Colorado  
 Pehlke, Donald Michael (Pacific Palisades, California), Duke Medical Center, Durham, North Carolina  
 Putnam, Janet Mason (Orange, New Jersey), North Shore Memorial Hospital of Cornell University, New York, New York  
 Rausch, Curt Norman (Angola, Indiana), William A. Shands Hospital of the University of Florida, Gainesville, Florida  
 Rhodes, Glen Robert (Queens, New York), Duke Medical Center, Durham, North Carolina  
 Rhodes, Marcia Kelemen (West Long Branch, New Jersey), Duke Medical Center, Durham, North Carolina  
 Rixse, Robert Sheldon (Alexandria, Virginia), Duke Medical Center, Durham, North Carolina  
 Robison, George Randolph (Orlando, Florida), Wilford Hall USAF Medical Center, San Antonio, Texas  
 Ryan, Paul Frederic (Chestnut Hill, Massachusetts), Johns Hopkins Hospital, Baltimore, Maryland  
 Schmidt, Philip McKenzie (Durham, North Carolina), Malcolm Grow USAF Medical Center, Washington, District of Columbia  
 Serwer, Gerald Arthur (Oklahoma City, Oklahoma), Duke Medical Center, Durham, North Carolina  
 Shangold, Mona Marlynn (Perth Amboy, New Jersey), Duke Medical Center, Durham, North Carolina  
 Shelburne, John Daniel (Raleigh, North Carolina), Duke Medical Center, Durham, North Carolina  
 Singal, Sarah Snell (Rochester, New York), Duke Medical Center, Durham, North Carolina  
 Spaulding, Jean Gaillard (Durham, North Carolina), Duke Medical Center, Durham, North Carolina  
 Starr, John Walter, III (Albany, Georgia), Duke Medical Center, Durham, North Carolina  
 Taylor, Harvey Grant, Jr. (Houston, Texas), Madigan General Army Medical Service Hospital, Tacoma, Washington  
 Thompson, James Willard (Eatonton, Georgia), Medical College of Georgia Hospital, Augusta, Georgia

Tschang, Tai Po (Shatin, NT, Hong Kong), Barnes Hospital of Washington University, S  
 Louis, Missouri  
 Waterbor, Robert Bertram (Fairless Hills, Pennsylvania), Duke Medical Center, Durham  
 North Carolina  
 Watson, Donald Charles, Jr. (Summit, New Jersey), Stanford University Hospital, Stanford  
 California  
 Welch, Nancy Mae (Orlando, Florida), University of Colorado Affiliated Hospitals, Denver  
 Colorado  
 Wellman, David Kenton (Huntington, West Virginia), Duke Medical Center, Durham, North  
 Carolina  
 Wheeler, Clifton Cannady (Durham, North Carolina), Duke Medical Center, Durham, North  
 Carolina  
 Widness, John A. (Lynnfield, Massachusetts), Presbyterian-University Hospital of the University  
 of Pittsburgh, Pittsburgh, Pennsylvania  
 Willis, John Kever, II (Johnson City, Tennessee), Boston City Hospital, Boston, Massachusetts  
 Wilson, Jeffrey Wellington (Pittsburgh, Pennsylvania), Duke Medical Center, Durham, North  
 Carolina  
 Wittig, John Henry (Buffalo, New York), UCLA Affiliated Hospitals, Los Angeles, California  
 Woodhall, Philip Barnes (Macon, Georgia), Duke Medical Center, Durham, North Carolina

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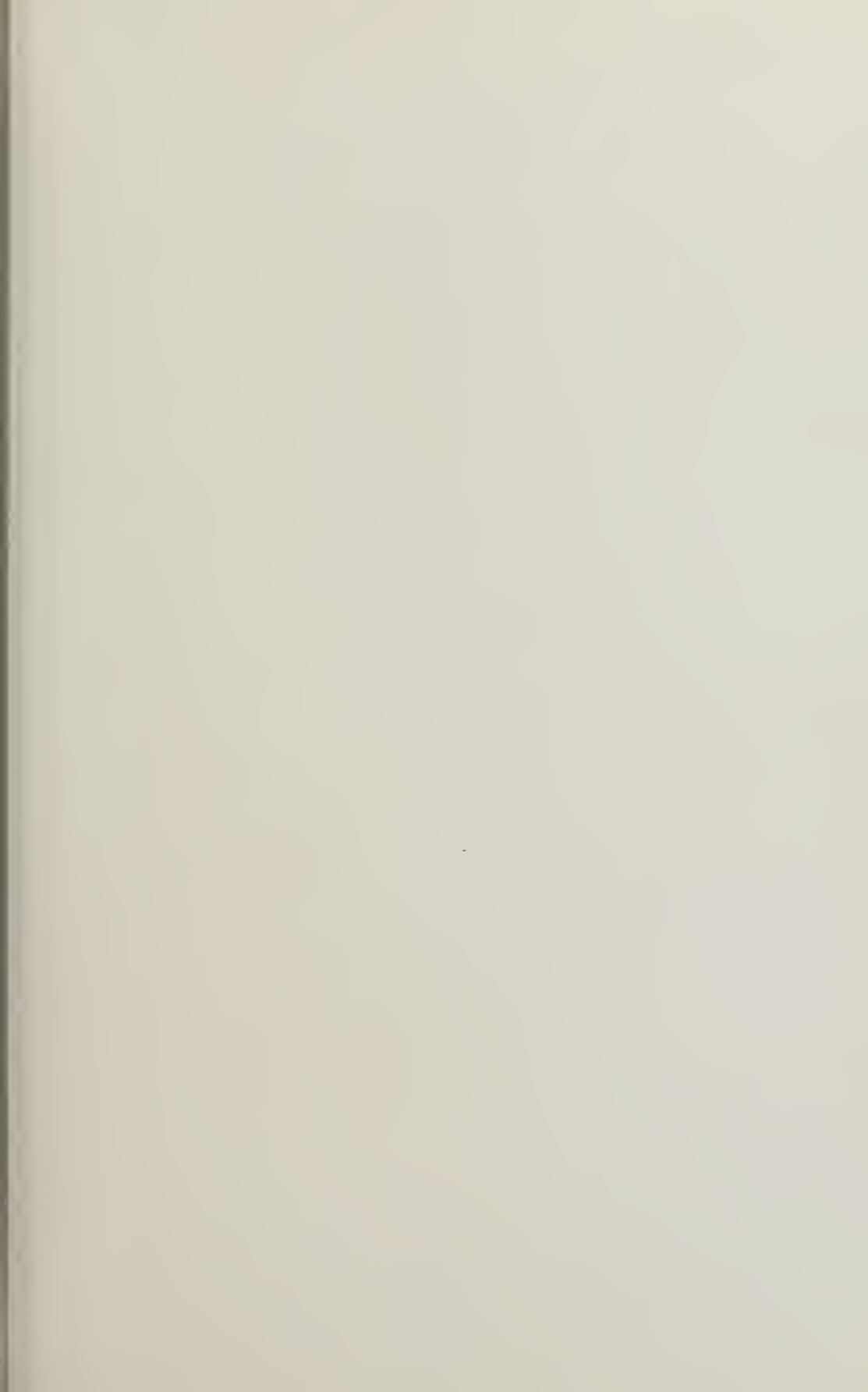
# Notes

# Notes

# Map of the Medical Center



1. Gerontology
2. M & I No. 3
3. Clinical Research No. 1
4. Main Entrance Hospital
5. Clinical Research No. 2
6. Baker House
7. School of Medicine (Davison Building)
8. Duke Hospital
9. Bell Bldg.
10. Hanes Annex
11. Hanes House
12. Graduate Center
13. Medical Sciences Bldg. No. 1
14. Training Center Bldg. No. 1
15. Marshall Pickens Rehab. Ctr.
16. Training Center Bldg. No. 2
17. Research Park Bldg. No. 1
18. Research Park Bldg. No. 2
19. Research Park Bldg. No. 3
20. Research Park Bldg. No. 4
21. 220 Anderson St.
22. Child Guidance Clinic
23. Vivarium
24. 2015 Erwin Road
25. 2013
26. Civitan Bldg.
27. M. C. Personnel Bldg.
28. Volatile Storage
29. 2214 Erwin Road
30. 2212 Erwin Road
31. Maint. Whse. & Garage
32. Medical Research Laboratories (Old Laundry)
33. 2214 Erwin Road
34. 2212 Erwin Road
35. 2015 Erwin Road
36. 2013
37. Civitan Bldg.
38. M. C. Personnel Bldg.
39. Volatile Storage
40. 2214 Erwin Road
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42. Maint. Whse. & Garage
43. Medical Research Laboratories (Old Laundry)
44. 2214 Erwin Road
45. 2212 Erwin Road
46. 2015 Erwin Road
47. 2013
48. Civitan Bldg.







# **Bulletin of Duke University 1973-1974**

**The School of Law**



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The School of Law

**1973-1974**

**Durham, North Carolina 1973**

Volume 45

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# Calendar of the Law School

## 1973

### August

- 23 Thursday—Registration for all students, 8:30 a.m.-1:00 p.m. Orientation for first-year students, 2:00 p.m.-5:00 p.m. Classes begin for second- and third-year students, 9:00 a.m.
- 24 Friday—Classes begin for first-year students

### November

- 21 Wednesday—Thanksgiving holidays begin, 6:00 p.m.
- 26 Monday—Classes resume, 8:00 a.m.

### December

- 5 Wednesday—Fall semester classes end for second- and third-year students, 6:00 p.m.
- 10 Monday—Fall semester examinations begin for second- and third-year students, 8:00 a.m.
- 13 Thursday—Fall semester classes end for first-year students, 6:00 p.m.
- 22 Saturday—Fall semester examinations end, 6:00 p.m.

## 1974

### January

- 3 Thursday—Spring semester classes begin, 8:00 a.m.

### March

- 16 Saturday—Spring vacation begins, 1:00 p.m.
- 25 Monday—Classes resume, 8:00 a.m.

### April

- 24 Wednesday—Spring semester classes end, 6:00 p.m.
- 29 Monday—Spring semester examinations begin, 8:00 a.m.

### May

- 8 Wednesday—Spring semester examinations end, 6:00 p.m.
- 11 Saturday—Commencement begins
- 12 Sunday—Commencement: Baccalaureate Service and Graduation Exercises



## University Administration

Terry Sanford, J.D., LL.D., D.H., L.H.D., D.P.A., *President*

John O. Blackburn, Ph.D., *Chancellor*

Frederic N. Cleaveland, Ph.D., *Provost*

Charles B. Huestis, *Vice President for Business and Finance*

William G. Anlyan, M.D., *Vice President for Health Affairs*

Stephen Cannada Harward, A.B., C.P.A., *Treasurer and Assistant Secretary*

J. Peyton Fuller, A.B., *Controller*

Harold W. Lewis, Ph.D., *Vice Provost and Dean of Faculty*

John C. McKinney, Ph.D., *Vice Provost and Dean of the Graduate School*

Robert C. Krueger, D. Phil., *Vice Provost and Dean of Trinity College of Arts and Sciences*

Frederick C. Joerg, M.B.A., *Assistant Provost for Academic Administration*

Joel L. Fleishman, LL.M., *Vice Chancellor for Public Policy Education and Research; Director of Institute for Policy Sciences and Public Affairs*

Benjamin Edward Powell, Ph.D., *Librarian*

Clark R. Cahow, Ph.D., *University Registrar*

Victor A. Bubas, B.S., *Assistant to the President*

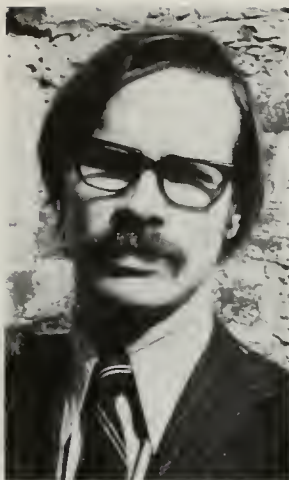
Rufus H. Powell, LL.B., *Secretary to the University*

A. Kenneth Pye, LL.M., *University Counsel*

## Law Faculty

**Joseph C. Bell, A.B., A.M., LL.B., *Assistant Professor of Law***

A.B. 1962, University of Colorado; A.M. in Economics 1965, Harvard University; LL.B. 1968, Yale University. Antitrust Division, Department of Justice, Washington, D. C., 1970-1972; Cabinet Task Force on Oil Import Control, Washington, D. C., 1969-1970. Assistant Professor of Law, Duke University, since 1972.



**William D. Caffrey, B.S., M.A., J.D., *Adjunct Professor of Law***

B.S. 1950, Indiana State University; M.A. 1954, The George Washington University; J.D. 1958, Duke University. General practice, 1958 to date. Adjunct Professor of Law, Duke University, since 1968.



**George C. Christie, A.B., J.D., S.J.D., *Diploma in International Law, Professor of Law***

A.B. 1955, J.D. 1957, Columbia University; S.J.D. 1966, Harvard University; Diploma in International Law, 1962, Cambridge University. General practice, 1958-1960; Ford Fellow, Harvard Law School, 1960-1961; Fulbright Scholar, Cambridge University, 1961-1962; Associate Professor of Law, University of Minnesota, 1962-1965. Professor of Law, 1965-1966; Visiting Professor of Law, University of Michigan, summer, 1970; Assistant General Counsel for the Near East and South Asia, Agency for International Development, 1966-1967; Board of Editors, *American Journal of Legal History*; member, American Law Institute. Professor of Law, Duke University, since 1967.



**Peter F. Coogan, LL.B., M.A., LL.M., *Practitioner in Residence***

LL.B. 1939, Case Western Reserve Law School; M.A. in Economics 1941, Boston University; LL.M. 1942, Harvard Law School, Lecturer, Harvard Law School; Visiting Lecturer, Yale Law School; member of the Massachusetts Bar; private practice; principal author, *Secured Transactions Under the Uniform Commercial Code*, 1963-1973; Consultant to Committee to Review Article 9 of the Uniform Commercial Code, 1966-1972; member of various committees concerning Article 9 of the UCC since 1954, Practitioner in Residence, Duke University, since 1973.



**Walter E. Dellinger III, A.B., LL.B., *Professor of Law***

A.B. 1963, University of North Carolina; LL.B. 1966, Yale University, Associate Professor of Law, University of Mississippi, 1966-1968; Law Clerk to Associate Justice Hugo L. Black, United States Supreme Court, 1968-1969; Visiting Professor of Law, University of Southern California School of Law, 1973-1974, Associate Professor of Law, Duke University, 1966-1972, Professor of Law, since 1972. On leave, 1973-1974.



**Robinson Oscar Everett, A.B., LL.B., *Professor of Law and Associate Editor, Law and Contemporary Problems***

A.B. 1947, LL.B. 1950, Harvard University, Assistant Professor of Law, Duke University, 1950-1951; Military Service, Legal Officer in Air Force, 1951-1953; Commissioner of the U.S. Court of Military Appeals, 1953-1955; general practice, since 1955; U.S. Senate Subcommittee on Constitutional Rights of the Committee on the Judiciary, Counsel, 1961-1964, Consultant, since 1966; Commissioner on Uniform Laws, since 1962; member of American Law Institute, since 1966, Visiting Associate Professor of Law, Duke University, 1956-1961, Adjunct Professor of Law, 1961-1966, Professor of Law since 1967.



**Joel L. Fleishman, A.B., J.D., M.A., LL.M., *Associate Professor of Law***

A.B. 1955, J.D. 1959, M.A. 1959, University of North Carolina at Chapel Hill; LL.M. 1960, Yale University. Assistant to the Director, Walter E. Meyer Research Institute of Law, 1960-1961, Yale Law School; Legal Assistant to the Governor of North Carolina, 1961-1965; Director, 1965-1967, Yale Summer High School; Associate Provost for Urban Studies and Programs, Yale University, 1967-1971; Associate Chairman, Center for the Study of the City and Associate Director for Program Development, Institute of Social Science, Yale University, 1969-1971. Associate Professor of Law, Duke University, since 1971.



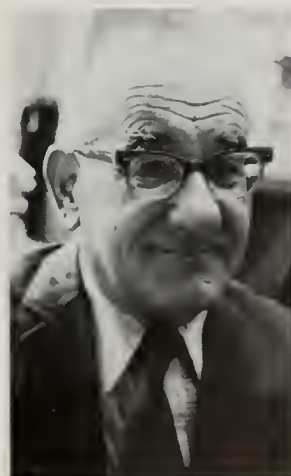
**George W. Gillmor, B.S., B.A., LL.B., *Assistant Professor of Law***

B.S., B.A. 1965, Boston University; LL.B. 1967, Boston University School of Law; Editor-in-Chief, *Law Review*. Private practice, 1967-1972. Assistant Professor of Law, Duke University, since 1972.



**Kazimierz Grzybowski, M.L.L., D.L.L., S.J.D., *Professor of Law and Adjunct Professor of Political Science***

M.L.L. 1931; Doctor of Law and Political Science, 1934, University of Lwow; S.J.D. 1933, Harvard. Associate Professor, School of Law and Graduate School of Diplomacy, University of Lwow, 1936-1939; Judge of District Court of Lwow; Military Service, 1939-1948; Editor, Law Library, Library of Congress, Washington, D. C., 1951-1960; Consultant, Social Science Division, Rand Corporation, Santa Monica, California, 1960-1962; Visiting Professor, Michigan Law School, 1961-1962, Yale Law School, 1962-1963, Leiden University, Leiden, The Netherlands, 1963-1964, Strasbourg University, Strasbourg, France, 1967. Senior Research Associate, Rule of Law Research Center, Duke University Law School, since 1964.



**Joseph D. Harbaugh, B.S., LL.B., LL.M., *Associate Professor of Law***

B.S. 1961, St. Joseph's College; LL.B. 1964, University of Pittsburgh; LL.M. 1965, Georgetown University, Prettyman Fellow, Georgetown University, 1964-1965; Special Assistant, Hon. William J. Green, M.C., 1964-1965; Chief Public Defender, Connecticut Circuit Court, 1965-1968; Associate Professor of Law, University of Connecticut, 1968-1972. Associate Professor of Law, Duke University, since 1972. On leave, 1972.



**Clark C. Havighurst, A.B., J.D., *Professor of Law***

A.B. 1955, Princeton University; J.D. 1958, Northwestern University, Military Service, 1958-1960; Research Associate, Small Business Studies, Duke University, 1960-1961; general practice, 1961-1964; Visiting Associate Professor of Law, Stanford University, spring, 1968; Visiting Professor of Law, Northwestern University, spring, 1970; Editor, *Law and Contemporary Problems*, 1965-1970; Scholar in Residence, Institute of Medicine (National Academy of Sciences), 1972-1973; Director, Committee on Legal Issues in Health Care, since 1969. Associate Professor of Law, Duke University, 1964-1968, Professor of Law, since 1968.



**Richard D. Hobbet, B.A., J.D., *Professor of Law***

B.A. 1949, J.D. 1951, University of Iowa. Trial Attorney, U.S. Internal Revenue Service, 1951-1954; general practice, 1954-1967; Department Editor, *Journal of Taxation*, since 1963. Professor of Law, Duke University, since 1968.



**Walter Johnson, B.S., J.D., *Adjunct Professor of Law***

B.S., 1961, North Carolina Agricultural and Technical State University; J.D., 1964, Duke University School of Law. Captain, United States Air Force, 1965-1968; JAG Officer, 1965-1968; Assistant District Attorney, Superior Court of Guilford County, 1968-1969; private practice, 1968-present; member, North Carolina Bar Association Penal System Study Committee; member, Task Force on Apprehension and Suppression for the North Carolina Law and Order Committee; member, American Bar Association Section on Individual Rights—Sub-Committee on Equal Opportunity in Housing; member, Drug Abuse Committee of the Section of Criminal Law of the American Bar Association; Vice Chairman, School Board of Greensboro, North Carolina. Adjunct Professor of Law, Duke University, since 1973.



**Igor I. Kavass, LL.B., *Professor of Law and Law Librarian***

LL.B., 1956, University of Melbourne. Private practice, 1956-1959; Senior Lecturer, University of Adelaide, 1959-1964; Senior Lecturer, University of Melbourne, 1964-1967; Visiting Professor of Law, University of Alabama, 1966-1967; Associate Professor, Monash University, 1967-1968; Professor and Librarian, University of Alabama, 1968-1970; Professor and Librarian, Northwestern University, 1970-1972. Professor of Law and Law Librarian, Duke University, since 1972.



**David L. Lange, B.S., LL.B., *Associate Professor of Law***

B.S., 1960, LL.B., 1964, University of Illinois. Production Coordinator, TV-Motion Picture Dept., University of Illinois, 1959-1961; General Counsel, Mass Media Task Force, National Commission on the Causes and Prevention of Violence, 1968-1969; private practice, 1964-1971; Visiting Associate Professor of Law, Northwestern University School of Law, summer, 1972. Associate Professor of Law, Duke University, since 1971.



**Arthur Larson, A.B., M.A., B.C.L., J.D., D.C.L., LL.D., L.H.D.,** *Professor of Law and Director of Rule of Law Research Center*

A.B. 1931, LL.D. 1953, Augustana College; M.A. (Juris) 1938, B.C.L. 1957, D.C.L. 1957, Oxford University; Fellow of Pembroke College, Oxford. General practice, 1935-1939; Assistant Professor of Law, University of Tennessee, 1939-1941; Division Counsel, Office of Price Administration, 1941-1944; Chief, Scandinavian Branch Foreign Economic Administration, 1944-1945; Associate Professor, Cornell Law School, 1945-1948, Professor of Law, 1948-1953; Fulbright Fellowship, London School of Economics, 1952; Dean, University of Pittsburgh Law School, 1953-1954; Knapp Professor of Law, University of Wisconsin School of Law, 1968; Undersecretary of Labor, 1954-1956; Director, U.S. Information Agency, 1956-1957; Special Assistant to the President, 1957-1958; Special Consultant to the President, 1958-1961; Consultant to the President on Foreign Affairs, 1964-1968; Consultant to the State Department on International Organizations, 1963-1969, Professor of Law and Director of Rule of Law Research Center, Duke University, since 1958.



**Betsy Levin, A.B., LL.B.,** *Associate Professor of Law*

A.B. 1956, Bryn Mawr College; LL.B. 1966, Yale University; Topics Editor, *Yale Law Journal*, Research Geologist, U.S. Geological Survey, 1956-1966; Law Clerk to Judge Simon E. Sobeloff, U.S. Court of Appeals for the Fourth Circuit, 1966-1967; White House Fellow and Special Assistant to Ambassador Arthur J. Goldberg, U.S. Mission to the United Nations, 1967-1968; Senior Research Staff, The Urban Institute, 1968-1970; Director of Education Studies, The Urban Institute, 1970-1973; Guest Lecturer in Law, Yale Law School, spring, 1970; Adjunct Professor of Law, Georgetown University Law Center, 1971-1973, Associate Professor of Law, Duke University, since 1973.



**Charles H. Livengood, Jr., A.B., J.D.,** *Professor of Law*

A.B. 1931, Duke University; J.D. 1934, Harvard University. General practice, 1934-1940, 1945-1948; Regional Attorney for the Seventh Region, Wage and Hour Division, U. S. Department of Labor, 1940-1941; Chief of the Wage-Hour Section, Office of the Solicitor of Labor, 1941-1942; Visiting Professor of Law, University of North Carolina, summer, 1948, 1967-1968; George Washington University, summer, 1949, 1956; Fulbright Lecturer, University of Sydney, Australia, 1958-1959; member, American Law Institute, since 1947; Consultant, U.S. Senate Subcommittee on Labor-Management Relations, 1950; Associate Editor, *Journal of Legal Education*, 1951-1952; public member, Wage Stabilization Board, Region III, 1952-1953; member, National Academy of Arbitrators, since 1953; Chairman, N. C. General Statutes Commission, since 1970, member since 1966; Secretary, Section of Labor Relations Law, American Bar Association, 1967-1968, Lecturer in Law, Duke University, 1946-1948, Associate Professor of Law, 1948-1951, Professor of Law, since 1951.



**Patricia H. Marschall, B.A., LL.B., LL.M., *Professor of Law***

B.A. 1953, LL.B. 1955, University of Texas; LL.M. 1968, Harvard University. Private practice, San Angelo, Texas, 1962-1965; Municipal Judge, San Angelo, Texas, 1965-1967; Research Assistant, Harvard, 1968-1969; Associate Professor, Wayne State University Law School, 1969-1971; Visiting Associate Professor of Law, University of Iowa, summer, 1970, University of Texas, summer, 1971. Visiting Associate Professor of Law, Duke University, 1971-1972. Professor of Law, since 1972.



**Forest Hodge O'Neal, A.B., J.D., J.S.D., S.J.D., *James B. Duke Professor of Law and Editor, Corporate Practice Commentator***

A.B. 1938, J.D. 1940, Louisiana State University; J.S.D. 1949, Yale University; S.J.D. 1954, Harvard University. Associate Professor of Law, University of Mississippi, 1945-1946; Professor of Law, University of Mississippi, 1946-1947; Acting Dean and Professor of Law, Walter F. George School of Law, Mercer University, 1947-1948; Dean Walter F. George School of Law, Mercer University, 1947-1956; Professor of Law, Vanderbilt University, 1956-1959; member, Board of Editors, *American Bar Association Journal*, since 1971; Visiting Professor of Law, New York University, 1957-1958; Editor, *Corporate Practice Commentator*, since 1959; Visiting Professor of Law, University of Michigan, summer, 1965, University of Minnesota, fall, 1965; Visiting Alumni Professor of Law, University of Minnesota, winter and spring, 1973. Professor of Law, Duke University, since 1959, Dean, School of Law, 1966-1968, James B. Duke Professor of Law, Duke University, since 1972.



**Joel Francis Paschal, A.B., LL.B., A.M., Ph.D., *Professor of Law***

A.B. 1935, LL.B. 1938, Wake Forest College; A.M. 1942, Ph.D. 1948, Princeton University. Instructor in Law, Wake Forest College, 1939-1940; USNR, 1942-1946; Instructor, Princeton University, 1946-1947; Research Director, North Carolina Commission for the Improvement of the Administration of Justice, 1947-1949; general practice, 1949-1954; Visiting Professor of Law, Duke University, 1952-1953, University of North Carolina, spring semester, 1956, fall semester, 1966. Associate Professor of Law, Duke University, 1954-1959, Professor of Law, since 1959.



**E. K. Powe, A.B., J.D., *Adjunct Professor of Law***

A.B. 1948, University of North Carolina; J.D. 1950, University of North Carolina. Military Service, 1942-1946; Representative, North Carolina General Assembly, 1955-1957; member, North Carolina General Statutes Commission, 1956-1960; member, The Fourteenth Judicial District Bar, President, 1969-1970; member, The North Carolina and American Bar Associations; member, North Carolina State Bar, Councilor, since 1970; member, American Judicature Society, Adjunct Professor of Law, Duke University, since 1972.



**A. Kenneth Pye, B.A., J.D., LL.M., *Professor of Law and Acting Dean***

B.A. 1951, University of Buffalo; J.D. 1953, LL.M. 1955, Georgetown University. Military Service, 1953-1955; Professor of Law, Georgetown University, 1955-1966, Associate Dean, 1961-1966; Visiting Professor of Law, Johann Wolfgang Goethe University, Germany, summer, 1959, Duke University, spring, 1965, University of North Carolina, spring, 1968, Banaras Hindu University, India, 1966-1967, Loyola University, Los Angeles, summer, 1972; Program Specialist in Legal Education, The Ford Foundation (India), 1966-1967; Associate Director, A.A.L.S. Orientation Program in American Law, summer, 1965, Director, 1967-1968, Professor of Law, Duke University, since 1966, Dean, 1968-1970, Chancellor of Duke University, 1970-1971, University Counsel, 1971-1973, Acting Dean, since 1973.



**Frank T. Read, B.S., J.D., *Professor of Law and Associate Dean***

B.S. 1960, Brigham Young University; J.D. 1963, Duke University. Private practice, 1963-1965; corporate practice, 1965-1968; Visiting Professor of Law, University of North Carolina, summer, 1973, Assistant Dean and Assistant Professor of Law, Duke University, 1968-1970, Associate Professor of Law and Assistant Dean, 1970-1972, Professor of Law and Associate Dean, since 1972.



**William Arneill Reppy, Jr., A.B., J.D.,** *Assistant Professor of Law*

A.B. 1963, J.D. 1966, Stanford University, Law Clerk, The Honorable Raymond E. Peters, Supreme Court of California, 1966-1967; Law Clerk, The Honorable William O. Douglas, United States Supreme Court, 1967-1968; private practice, 1968-1971, Assistant Professor of Law, Duke University, since 1971.



**Melvin G. Shimm, A.B., LL.B.,** *Professor of Law and Faculty Adviser, Duke Law Journal and Legal Research Program*

A.B. 1947, Columbia University; LL.B. 1950, Yale University. Second Lt. FA (AUS). 1943-1946; general practice, 1950-1951; Counsel, Wage Stabilization Board 1951-1952; Bigelow Fellow, University of Chicago Law School, 1952-1953; Editor, *Law and Contemporary Problems*, 1955-1961; Editor, *Journal of Legal Education*, 1955-1963; American Editor, *Journal of Business Law*, 1955-1961; Visiting Associate Professor of Law, New York University, summer, 1957; Visiting Professor of Law, University of Southern California, summer, 1965, University of North Carolina, spring, 1970, University of Michigan, spring, 1973; faculty, A.A.L.S. Orientation Program in American Law, summer, 1966, Director, 1968-1970; Senior Legal Consultant, The Brookings Institution, 1965-1968, Assistant Professor of Law, Duke University, 1953-1956, Associate Professor of Law, 1956-1959, Professor of Law, since 1959.



**Joseph T. Sneed, B.B.A., LL.B., S.J.D., LL.D.,** *Professor of Law and Dean*

B.B.A. 1941, Southwestern University; LL.B. 1947, University of Texas; S.J.D. 1958, Harvard; LL.D. 1968, Southwestern University, Instructor, University of Texas, 1947, Assistant Professor of Law, 1947-1951, Associate Professor of Law, 1951-1954, Professor of Law, 1954-1957; Professor, Cornell, 1957-1962; Professor, Stanford, 1962-1971. Dean and Professor of Law, Duke University, 1971-1973. On leave, 1973-1974.



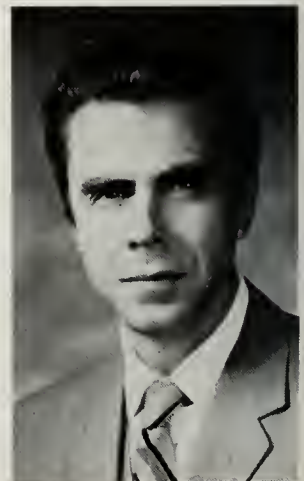
**Bertel M. Sparks, B.S., LL.B., LL.M., S.J.D., *Professor of Law***  
 B.S. 1938, Eastern Kentucky University; LL.B. 1948, University of Kentucky; LL.M. 1949, S.J.D. 1955, University of Michigan. Special Agent, U.S. Army Counterintelligence Corps, 1941-1945; Instructor of Law, New York University, 1949-1950, Assistant Professor of Law, 1950-1952, Associate Professor of Law, 1952-1954, Professor of Law, 1954-1967; Visiting Professor of Law, University of Michigan, summer, 1956, University of Kentucky, summer, 1957, Visiting Professor of Law, Duke University, 1966-1967, Professor of Law, since 1967.



**Otto G. Stolz, B.S., LL.B., *Associate Professor of Law***  
 B.S. 1963, Stevens Institute of Technology; LL.B. 1966, University of Virginia Law School; Editorial Board, *Virginia Law Review*; diplome, L'Institut des Hautes Etudes Internationales, Geneva, Switzerland. Harriman Fellow, 1966-1967; private practice, 1968-1971; Special Counsel to the Undersecretary of the Treasury, 1971-1972; member, Task Force on Municipal Bonds, 1972; Chairman, Task Force on Revenue Sharing, 1973; Consultant, U.S. Department of Treasury, 1973. Associate Professor, Duke University, since 1972.



**William W. Van Alstyne, B.A., J.D., *Professor of Law***  
 B.A. 1955, University of Southern California; J.D. 1958, Stanford University; Certificate, Hague Academy of International Law, 1961. California Department of Justice, 1958; U.S. Department of Justice, 1958-1959; Assistant Professor, Ohio State University College of Law, 1959-1961, Associate Professor, 1961-1964, Professor, 1964-1965; Visiting Associate Professor of Law, Duke University, spring semester, 1964, U.C.L.A., summer, 1964; Senior Fellow, Yale Law School, 1964-1965; faculty, Orientation Program in American Law, Princeton University, summer, 1967; Visiting Professor of Law, University of Mississippi, summer, 1968, Stanford University, spring, 1969, University of Denver Law Center, summer, 1969, University of Pennsylvania, spring, 1973; ACLU National Board of Directors, since 1970. Professor of Law, Duke University, since 1965.



**Alvin C. Warren, Jr.**, B.A., J.D., *Associate Professor of Law and Editor, Law and Contemporary Problems*

B.A. 1966, Yale University; J.D. 1969, University of Chicago. Assistant Professor of Law, University of Connecticut, 1969-1972, Associate Professor, 1972-1973. Associate Professor of Law, Duke University, since 1973.



**John C. Weistart**, A.B., J.D., *Associate Professor of Law*

A.B. 1965, Illinois Wesleyan University; J.D. 1968, Duke University. Law Clerk to Honorable Walter V. Schaefer, Supreme Court of Illinois, 1968-1969; Editor, *Law and Contemporary Problems*, 1970-1973; Visiting Professor of Law, U.C.L.A., spring, 1974. Associate Professor of Law, Duke University, since 1972.





## Emeriti

**W. Bryan Bolich, A.B., B.A. (Juris), M.A., B.C.L., *Professor Emeritus of Law***

A.B. 1917, Duke University, Duke University Law School, 1919-1921; B.A. (Juris) 1923, B.C.L. 1924, M.A. 1928, Oxford University, General practice, 1924-1927; member, North Carolina House of Representatives, 1927; Legal Attache American Embassy, Rome, 1950; Visiting Professor of Law, University of North Carolina, summer, 1951, 1955, University of Houston, spring semester, 1957, Professor of Law, Duke University, 1927-1966, Professor Emeritus of Law, since 1966.

**John S. Bradway, A.B., A.M., LL.B., LL.D., *Professor Emeritus of Law***

A.B. 1911, A.M. 1915, LL.D. 1957, Haverford College; LL.B. 1914, University of Pennsylvania, General practice, 1914-1929; Legal Aid Society of Philadelphia, 1914-1920; Chief Counsel, Philadelphia Legal Aid Bureau, 1920-1922; Secretary, National Association of Legal Aid Organizations, 1923-1940, President, 1940-1942; Visiting Professor of Law and Director of the Legal Aid Clinic, University of Southern California, summer, 1928; Professor of Law and Director of the Legal Aid Clinic, University of Southern California, 1929-1931; Vice-president, North Carolina Bar Association, 1945-1946; Visiting Professor, University of North Carolina School of Social Work, 1949-1959, Professor of Law and Director of the Legal Aid Clinic, Duke University, 1931-1959, Professor Emeritus of Law, since 1959.

**Edwin C. Bryson, LL.B., *Professor Emeritus of Law***

University of North Carolina, 1922-1925; Duke University, 1932-1933; LL.B. 1937, University of Oregon, General practice, 1927-1930, Assistant to Duke University Legal Aid Clinic, 1931-1947, Duke University Counsel, 1945-1971, Associate Professor of Law, 1947-1954, Professor of Law, 1954-1971, Professor Emeritus of Law, since 1971.

**Elvin R. Latty, B.S., J.D., J.Sc.D., *William R. Perkins Professor of Law Emeritus and Dean Emeritus***

B.S. 1923, Bowdoin College; J.D. 1930, University of Michigan; J.Sc.D. 1936, Columbia University, Instructor in Romance Languages, University of Vermont, 1923-1927; general practice, 1930-1933; Special Fellow, Columbia University, 1933-1934; Associate Professor of Law, University of Kansas, 1934-1935; Professor of Law, University of Missouri, 1935-1937; Visiting Professor of Law, George Washington University, summer, 1937, Stanford University, summer, 1938, University of North Carolina, summer, 1942, 1947, 1949, 1956, University of Texas, summer, 1951, University of Puerto Rico, spring, 1968, University of Florida, summer, 1970; Fulbright lecturer, University of Pavia, Italy, 1954; Special Assistant to the American Ambassador, Caracas, 1942-1943; Acting Assistant Chief, Foreign Funds Control Division, United States Department of State, 1943, Professor of Law, Duke University, since 1937, Dean, School of Law, 1958-1966, William R. Perkins Professor of Law Emeritus and Dean Emeritus, since 1973.

## Law Staff

### Law Library Staff

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Robert Edward Burgin, *Library Assistant*  
Carolyn Ditty, *Library Assistant*  
Helene Lorber, *Library Assistant*  
Lorena Smith, *Library Assistant*

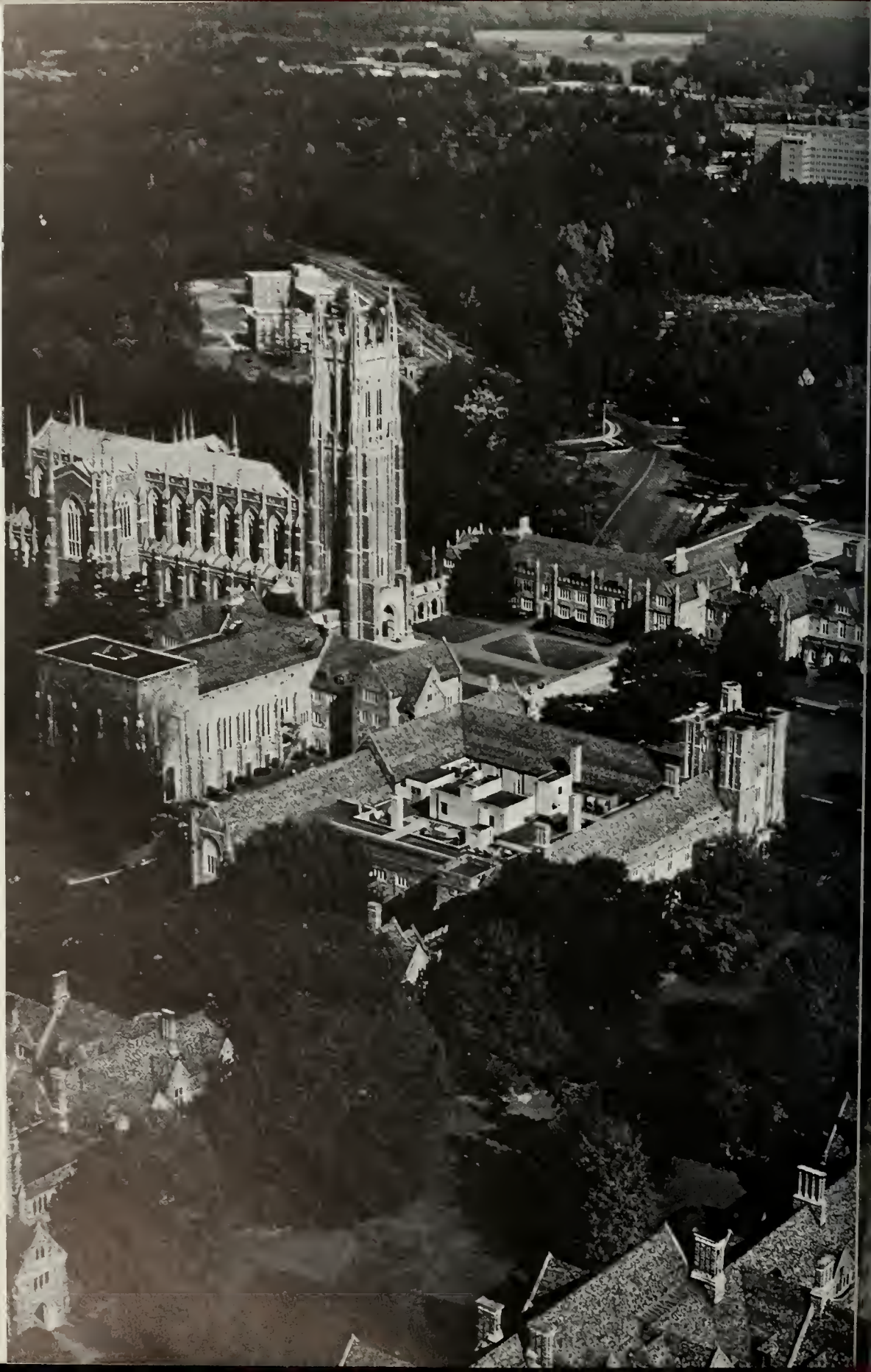
### Publications Staff

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Margaret Sanders, *Senior Placement Assistant*  
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# 1

## General Information

### History

Union Institute, founded in 1838, later became Trinity College which in turn formed the nucleus around which Duke University developed. The teaching of law at Duke as part of a cultural education dates back to 1850; the teaching of law as a professional education began in 1868 with the establishment of the Department of Law of Trinity College.

The School of Law of Trinity College was founded in 1904. Samuel Fox Mordecai organized the School and was its Dean until his death in 1927. Its establishment set a new standard in Southern legal education in that it was the first school to require college work as preliminary to the study of law; it required the completion of two years of college work as an entrance requirement. The case method was used as the basis of instruction, and the completion of three years of resident study was required for the LL.B. degree.

In 1924, James B. Duke established The Duke Endowment, and Duke University came into being. The ideas of the founder with reference to the University and its training of lawyers were expressed in the indenture establishing The Duke Endowment:

I have selected Duke University as one of the principal objects of this trust because I recognize that education, when conducted along sane and practical, as opposed to dogmatic and theoretical lines, is, next to religion, the greatest civilizing influence. I request that this institution secure for its officers, trustees, and faculty men of such outstanding character, ability and vision as will insure its attaining and maintaining a place of real leadership in the educational world, and that great care and discrimination be exercised in admitting as students only those whose previous record shows a character, determination and application evincing a wholesome and real ambition for life. And I advise that the courses at this institution be arranged, first, with special reference to the training of preachers, teachers, lawyers and physicians, because these are most in the public eye, and by precept and example can do most to uplift mankind. . . .



During its early years the Law School expanded from twenty-five students and three professors in 1924-1925 to fifty-five students and five professors in 1929-1930. During the 1930s, enrollment stabilized at about one hundred students with thirteen faculty members until 1941 when World War II caused a dramatic drop.

During the 1930s, the Duke Law School was reorganized and the curriculum and professional activities were broadened greatly. Its objectives, the nature of its curriculum and resources, and the quality and states of origin of the students and faculty distinguished it as a national law school.

Since World War II the Law School has been characterized by a distinguished faculty, an outstanding student body, and a broad curriculum. A new building, completed in 1962, has provided needed library and classroom space.

Throughout its history the Law School has emphasized quality rather than quantity in its student body. Each fall it now admits about 150 students selected from approximately three thousand applicants.

The Duke Law School is on the approved list of the American Bar Association and is a member of the Association of American Law Schools.

## **Nature of the School**

The nature and character of a school are determined by the people who compose it, their aims and methods, and the extent to which they achieve their objectives.

**The Faculty.** The members of the faculty are varied in outlook, in philosophy, and in political views. Their different backgrounds, ages, and range of experience serve to provide a balanced perspective and to ensure that the Law School will continue to develop as a dynamic yet stable institution.

The primary goal of the faculty is to train students to become effective lawyers. Their common concern is to aid students to realize their potential, not only as lawyers but as individuals and as useful citizens in a complex and changing society. The faculty seeks to make legal education at Duke a joint endeavor—a cooperative venture between students and professors. One of the traditions of the Law School is the rapport between faculty and students. The present student-faculty ratio at Duke is less than twenty to one, which is one of its greatest assets. The welfare of each student enrolled in the Law School is important to the faculty.

**The Students.** Students at Duke come from colleges and universities throughout the United States creating a diverse student body with varied backgrounds and interests. They have achieved outstanding undergraduate records before beginning their study of law at Duke.

Minority-group students, women, and veterans are especially encouraged to apply for admission.

## Purposes

The primary goals of the Duke Law School are instruction, research, and public service. The primary instructional purpose of the School is to educate its graduates to perform the roles that lawyers perform, and will perform, in our society. The aims of the School which were set forth in the early 1900s still remain.

The Duke Law School strives to give such training in the fundamental principles of law as is necessary to a right and successful practice of the profession in the commonwealths of this nation; to awaken in young students of law faith in, and an admiration for, the profession; to develop in them a lively sense of honor and justice; and to fit them in moral character for the delicate duties which belong to this ancient and noble profession.

The profession of law affords varied careers, and the Law School provides thorough preparation for specialization in any branch of the law. A number of Duke Law School graduates have chosen to work in private practices in large firms and small, metropolitan centers and small towns, representing wealthy clients and poor clients, corporate and individual, public and private. Other graduates have selected public service careers, advising and representing governmental agencies at federal, state, and local levels. Many of the highest elected and appointed executive positions in American government—legislator, senator, judge, Vice President and President of the United States—have been filled by Duke Law School graduates. Duke Law School graduates are not, however, confined to private practice or government; some have excelled in the business world, education, and in other fields.

American law has expanded and changed at a rapid pace in this century, and the rate of change will not diminish. Law careers in the future will undoubtedly be even more varied. As the national scene changes the Law School, too, will change, in order to educate lawyers to be able to structure the legal institutions which will meet the needs of the future.

## Methods

A law school of Duke's size is particularly well-adapted to teaching by the case method. This involves teaching of actual and hypothetical cases by Socratic discussion between students and instructors. Most first-year courses are taught by

this method. In the first year, each student has at least one small section where additional skills may be taught, and regular classroom participation is routine.

The Law School seeks to have the student acquire knowledge and comprehension not only of legal doctrine, but also of the judicial process and of the social, economic, and political problems with which law and lawyers must deal. The method of instruction employed compels analysis of judicial opinions and inquiry into the nonlegal as well as the legal considerations which underlie them. In appropriate courses, special consideration is given to the work of the legislative and administrative agencies of government. In recognition of the increasing importance of the role of the lawyer in representing private interests before government agencies and in government service, a broad program is offered in the public law field. Opportunity for creative student work is provided by seminar courses and supervised individual study and research. Courses and seminars dealing with consumer protection, race relations, urban problems, criminal procedure, land use planning, and the environment bring the student into contact with major problems facing the country today.

A carefully integrated series of courses is designed to give students actual experience in the work of lawyers. Legal research and writing, moot court work, and procedure in the first year are followed in the second and third years by courses, seminars, and co-curricular activities emphasizing trial techniques, legal planning and drafting, professional responsibility, and the development of other skills and approaches. A student bar association affords a means whereby the student may become acquainted with the professional organizations through which a lawyer may and should contribute to the well-being of his profession.

## Resources for Study

**The Law Building.** The present Law School building was completed and occupied in September, 1962. Located just off the Gothic core of the West Campus, the building is of modified Georgian architecture. It reflects a notable characteristic of the School—a high ratio of facilities to students admitted. Despite long-range plans to keep the student body moderate in size, the general spaciousness, number of classrooms and seminar rooms, seating capacity in the Library Reading Room, library stack spaces, student carrels, student lockers, student lounge areas, faculty offices, quarters for legal publications, special quarters for institutional studies, and the courtroom are of proportions ordinarily associated with a far larger student body. The building itself consists of a classroom wing and a library and administrative wing, with faculty offices and student activities in both areas.

**Law Library.** Students who decide to dedicate their careers to the study and practice of law should be aware in advance that many of the working hours throughout their career will be spent in law libraries. There they will study and research relevant points of law, write briefs and memoranda and draft pleadings and documents, prepare legal arguments, and do most of their professional thinking.

Modern legal research is a formidable task requiring a thorough knowledge of legal literature and a trained aptitude in its application. It is for this reason that law libraries perform such an important function in the process of legal education. Apart from being repositories of legal materials, they are also the testing grounds for the intensive and highly competitive training of law students.

The Law Library of Duke University is designed for the express purpose of lending its optimum support to the advancement of an outstanding legal education. Through a careful application of its many facilities, which include one of the largest

collections of legal materials in the United States, the library encourages every student to make full use of its resources for regular study requirements as well as independent scholarly research.

The efforts of the Law Library to afford every student an extensive opportunity to use its resources are reflected in the long hours of daily operation, accessibility to all stack areas, a continuous reference service, maintenance of an excellent reserve collection, and space within the Library sufficient to accommodate the entire student body at any one time.

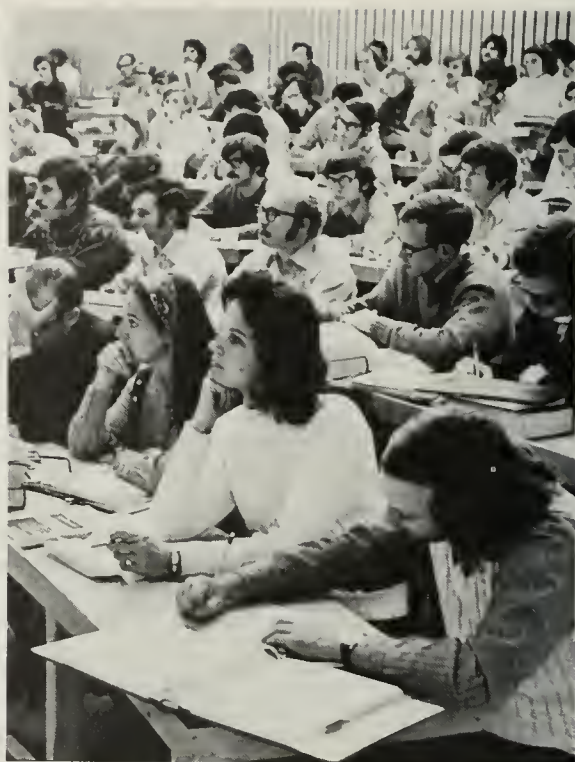
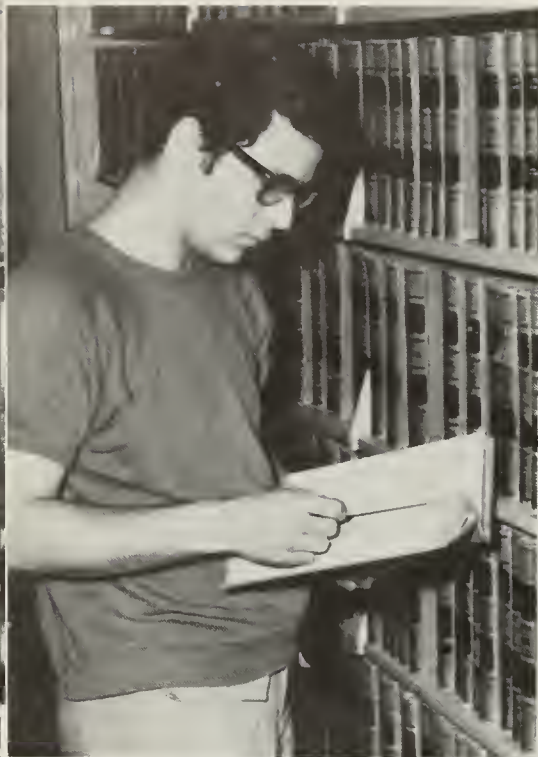
During the last fifty years, the Law Library collection has grown from less than 4,000 to more than 182,000 volumes, in addition to large numbers of pamphlets, documents, and microfilm materials; work is in progress on the expansion of both the size and nature of the collection.

The main core of the collection consists of substantially all reported decisions of the federal, state, and territorial courts of the United States, and the courts of Great Britain and other Commonwealth countries. It includes also the constitutions, codes, statutes, and subsidiary legislative publications of all of these jurisdictions, as well as many digests, indices, bibliographies, and other research tools required for an effective performance of research into every legal system in the English language. A large section of the library collection is devoted to treatises on all phases of law and legal science, supplemented by a selection of works in the fields of history, economics, government, and other social and behavioral sciences which are relevant to legal research. There are also special collections of materials in foreign law, international law, and international business law. Selected documents and pamphlet materials are kept on file. The library maintains complete subscriptions to all current legal periodicals of general interest printed in the English language, many nonlegal periodicals, and most of the major legal periodicals published in foreign languages.

The Law Library is supplemented by the Perkins Library with its general collection of over two million volumes, including many works on law and related subjects, and an excellent special collection of domestic and international documents.

The Law Library is an autonomous unit of the University library system directly responsible to the Dean of the Law School. It is administered by the Law Librarian, who is a member of the faculty, assisted by a staff of specialists.





**The Rule of Law Research Center.** In the fall of 1958, the Duke Law School established its Rule of Law Research Center, with Professor Arthur Larson as its Director.

The Center's principal activity during the sixties was research and publication on questions of law and international organization bearing on security, peace, disarmament, and world order. More recently, its efforts have concentrated on race relations.

## Publications

**Law and Contemporary Problems.** For thirty-six years the Law School has published the faculty-edited quarterly, *Law and Contemporary Problems*. The journal is distinctive among professional legal publications in both its format and content. Each issue is devoted to a symposium on a particular topic of contemporary interest. These topics are approached from an interdisciplinary perspective with contributions by legal scholars, economists, social scientists, and public officials. Recent symposia have dealt with such diverse topics as Judicial Ethics, Health Care, Police Practices, Athletics, and the Expanding Common Market.

The quarterly, presently under the editorship of Associate Professor Alvin Warren, is widely distributed and its subscribers include general university libraries, governmental agencies, and foreign educational institutions as well as the more traditional law libraries and law firms. Through an arrangement with Oceana Publications, Inc., selected issues of the journal are reprinted in hard cover as part of a series known as the *Library of Law and Contemporary Problems*. Students at the Law School are employed as editorial assistants.

**Duke Law Journal.** Scholarly professional journals edited and written largely by students constitute a unique contribution of American legal education. The *Duke Law Journal* carries forward this proud tradition which dates from the latter part of the nineteenth century. Articles written by teachers, lawyers, judges, and other scholars are critically evaluated and edited by the board of student editors. Notes and comments concerning recent judicial, legislative, and other developments are written by the students themselves and edited by their fellow students. The *Law Journal*, with six issues annually, has had a profound influence on the growth and development of law.

Membership on the *Journal* is among the highest honors that can be attained by a student. Moreover, in the opinion of many, the experience gained in this work provides the best training that the Law School has to offer. It should be the aim of every qualified student to take advantage of this opportunity. Every student can seek membership by participating in the *Duke Law Journal's* Contributor Program.

**Corporate Practice Commentator.** *The Corporate Practice Commentator*, a quarterly periodical devoted to significant developments and new thinking in the field of corporation law and practice, published by a commercial concern, is edited at Duke by Professor F. Hodge O'Neal. The *Commentator* gives attention to matters of interest and importance to counselors and managers of corporate and other business enterprises, with articles on corporation law and practice, securities regulation, tax problems, antitrust questions, labor matters, patents and copyrights, executives' compensation, fair trade legislation, and other matters arising from business activities. Special consideration is given to trends in business practices and to new business problems.



# 2

## Program Information

### Juris Doctor Degree

Upon favorable recommendation of the faculty, the degree of Juris Doctor (J.D.) will be conferred upon students who have successfully completed six semesters of law study. Two semesters of law study undertaken at another accredited American law school may be counted toward the required total as long as the final two semesters (exclusive of a summer session) and a minimum of 54 semester hours of law study are undertaken at Duke.

A student shall be deemed to have successfully completed six semesters of law study if during a minimum of 90 academic weeks he has completed the following requirements:

1. A passing grade in courses aggregating 84 semester hours;
2. A grade not requiring repetition in every required course; and
3. A quality point average of at least 1.80 on a 4.0 scale.

### Bachelor of Laws Degree

Upon favorable recommendation of the faculty, the degree of Bachelor of Laws (LL.B.) will be conferred upon students who shall have successfully completed all of the requirements listed above as necessary for the Juris Doctor degree but who do not possess a baccalaureate degree prior to completion of the program of study for the Juris Doctor degree.

### Joint Degrees

**Combined Medical-Law Degree.** The School of Medicine and the School of Law of Duke University have established jointly a unique program of combined medical and legal education. The aim of the program is to provide a small number

of selected individuals with the opportunity to acquire an education in both medicine and law during a six-year course of closely integrated study in the two fields. Upon satisfactory completion of the required course of study, candidates will be awarded both the M.D. and the J.D. degrees.

The student in the M.D.-J.D. program begins his six-year course of study in the School of Medicine. As in the regular M.D. program, his first-year is devoted to the basic medical sciences and the second year to the basic clinical disciplines. At this point the student enters the School of Law, where his first year curriculum is the same as that of other law students. During the next two years he selects courses in the Law School which are of special application to his medical-legal interest, and his sixth and final year is spent in elective clinical work in the Medical School, which may also be tailored to his specialized needs. In addition, the student will be required to complete additional elective basic science work amounting to 18 semester hours, or two summer sessions. His other summers will be unscheduled, but opportunities will be presented to enable the student to engage in medical-legal endeavors suited to his developing interests. Throughout the six-year program the student will have available to him the counsel of faculty members of the two schools to help him in the selection of courses and in the definition of his career objectives.

**Combined Master of Business Administration-Law Degree.** The School of Law and the Graduate School of Business Administration of Duke University have established a combined program of studies in law and graduate level business administration. The aim of the program is to provide a small number of selected individuals with the opportunity to acquire an education in both law and business administration in a four-year course of closely integrated study in the two fields. Upon satisfactory completion of the required course of study, candidates will be awarded both the M.B.A. and the J.D. degrees.

The student in the M.B.A.-J.D. program will begin his first-year course of study in either the Graduate School of Business or the School of Law. If the student begins in the Law School, his first-year curriculum will be the same as that of other law students; if he begins in the Graduate School of Business Administration, his first-year curriculum will be the same as that of other graduate business students. The student's second year will consist of taking the full first-year program of the other school. It is further anticipated that in the third and fourth years of the program the student will take a mix of courses in the two schools. Throughout the four-year program, the student will have available to him the counsel of faculty members of the two schools to help him in the selection of courses and the definition of his career objectives.

**Combined Master of Arts Degree in Public Policy Sciences-Law Degree.** The joint degree program in law and public policy sciences provides an opportunity for law students to acquire decision-making skills and substantive policy knowledge which would be useful in either career or citizen roles dealing with problems of the public sector. The combined program requires four academic years and one internship summer to complete, of which the first academic year is spent exclusively in the Law School, the second exclusively in the Institute of Policy Sciences, and the third and fourth years mainly in the Law School, but with one public policy sciences course each semester.

To succeed in the program, a student must have ability to learn how to use numbers in analyzing public policy problems. No specific quantitative background is required, although students who have taken calculus, advanced statistics courses, and advanced economics courses will have a considerable advantage.

In addition to the required methods and theory courses, a joint degree candidate must select a substantive policy area in which to concentrate. Such concentrations are available in the following fields at the present time: the Administration of Justice, Communications Policy, Health Policy, and Educational Policy. Course descriptions of some courses appear at page 48.

## Graduate Study in Law

The Law Faculty has the authority to recommend that the University confer three separate graduate degrees: the degree of Master of Laws (LL.M.), the degree of Master of Comparative Law (M.C.L.), and the degree of Doctor of Juridical Science (S.J.D.). The number of candidates accepted for study in any of these degree programs is extremely limited. No systematic or formal program of graduate instruction exists at Duke Law School. An applicant will be accepted for graduate study only in an exceptional case where a faculty member indicates willingness to supervise the work of the student, the student does not require financial assistance, and the student has achieved a superior academic record in his undergraduate law studies. The course load, the program of instruction, and all other requirements for the degree will be determined by the Dean and the involved faculty member, subject to the approval of the faculty. Any candidate interested in obtaining one of the three graduate degrees of law at Duke should have formulated a specific project of research prior to applying.





# 3

## Admission

### General Information

Prospective applicants are advised to consult the most current issue of the *Prelaw Handbook*, published annually in October by the Law School Admissions Council and the Association of American Law Schools. It includes material on the law and lawyers, the study of law, prelaw preparation, applying to law school, a complete Law School Admissions Test, together with individualized information on most American law schools. Each year the Duke Law School provides an accurate profile of the credentials of its last entering class for publication in the *Prelaw Handbook*. It may be obtained at college bookstores or ordered from Educational Testing Service, Box 944, Princeton, New Jersey 08540.

At Duke, as at most law schools, the two most important admissions criteria are the undergraduate grade point average and the LSAT score. Periodic validity studies are employed to review constantly the predictive value of these two criteria. An admissions decision is, however, a far more complex process than merely applying a numerical formula derived from an LSAT score and a cumulative undergraduate grade point average (GPA). First, the applicant's GPA is interpreted by carefully evaluating his transcript, and judgments are made regarding the strength of the curriculum, the quality of the undergraduate institution, class rank, the major, and the pattern of grades. Furthermore, while reliance on purely academic criteria is appropriate in making many decisions, other factors are also important. Proven capacity for leadership, dedication to community service, excellence in a particular field, motivation, established inability to perform well on standardized tests, and relationship to alumni receive careful consideration in appropriate cases. Special care is taken in evaluating applications from members of minority groups who traditionally have not been well represented in the legal profession.

Duke has no formal deadline for the submission of applications. It is recommended that applications be filed between September 1 and January 1. An applicant ordinarily will receive an answer no later than March 15, if his application has been completed before February 1. Applications completed after February 1 or deferred from the first decision period will receive notification of action on their file no later than May 15. Only in rare cases will offers be extended prior to March 1 or after May 15. After May 15 a waiting list is normally established and held open until a few days prior to fall semester registration; offers are extended to waiting-list files only as withdrawals occur from the paid-depositor list.

## **Juris Doctor Degree**

First-year students may enter only at the beginning of the fall semester. Students who have completed the first year of law study at this or any other law school approved by the Association of American Law Schools may enter at the beginning of any semester. Duke Law School is a full-time day school only; no part-time study is available.

An application for admission to Duke Law School as a candidate for the degree of Juris Doctor may be submitted by any person who is a graduate of an approved college. Applicants will be considered without regard to sex, race, creed, religion, or national origin.

## **Combined Course Program**

Arrangements with several colleges permit outstanding students who have completed three years of undergraduate work to enter the Duke Law School. Upon the satisfactory completion of the first year of law school, the student receives a Bachelor of Arts degree. Interested students should determine whether their college participates in this program.

An undergraduate student in Duke University who has completed three years of study and whose college work in its entirety shows exceptional academic achievement may apply to the college in which he is enrolled for permission to participate in a combined course program wherein his first year of law study is credited toward the completion of the requirements for the undergraduate degree. After receiving the undergraduate degree and the successful completion of four additional semesters of law study, a student in the combined course program will receive the degree of Juris Doctor (J.D.).

Less than 5 percent of an entering class is admitted before receiving the baccalaureate degree. Students considering entrance before obtaining the bachelor's degree should consult the rules of the Board of Bar Examiners in the state where they plan to practice law for regulations applicable to this program.

## **Bachelor of Laws Degree**

Applications may be submitted by a candidate without a prior baccalaureate degree if he has completed in a college of approved standing work equivalent in number of units to three-fourths of that required for graduation and whose college work in its entirety shows exceptional academic achievement. Graduates who have been admitted under this provision will be candidates for the degree of Bachelor of Laws (LL.B.).

## Advanced Standing

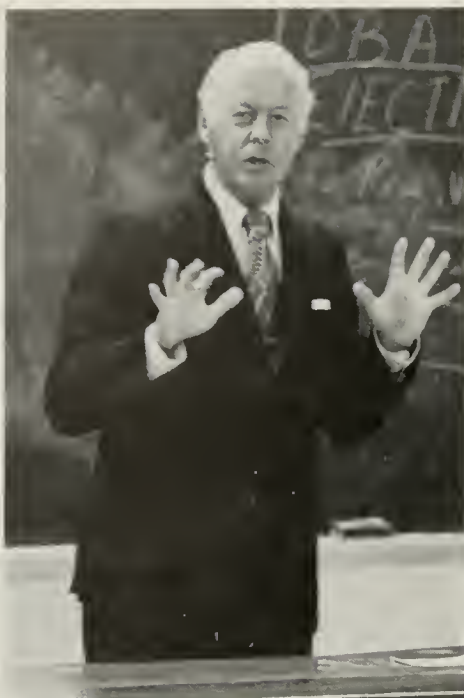
Any person who has complied with the requirements for admission set forth in the *Bulletin* prior to the commencement of his law study, who presents evidence of the satisfactory completion of one year of study at any law school which is a member of the Association of American Law Schools, and who is eligible for readmission to the law school from which he proposes to transfer, may apply for admission with advanced standing, subject to such rules as are applicable to students in this School having a comparable scholastic record. Provisional credit for courses so completed will be given, with final credit contingent upon the completion of at least two academic years of law study at Duke Law School with satisfactory grades. Adjustment of credit for work done in other law schools may be made by the Dean or by vote of the faculty.

## Joint Degree Programs

**M.D.-J.D. Program.** Applicants for the M.D.-J.D. program must qualify for admission to both the School of Medicine and the School of Law. In addition, they must apply specifically for admission to the M.D.-J.D. program. Applications will be passed upon by the Joint Law-Medicine Committee, which is composed of faculty members from the two schools. Personal interviews will be required of all applicants.

Because of the special intellectual demands involved in mastering two professions, exceptionally high standards will be applied in admitting students to the program. The student will also be evaluated on the basis of motivation and demonstrated interest and likely achievement in the fields relevant to the program's concerns.





In view of the highly specialized character of the field, it is anticipated that enrollment in the program will be limited. Probably no more than three will be accepted in any one year. For information on Medical School Admissions, the prospective applicant should write Admissions Office, Duke Medical School, 111 Davison, P.O. Box 2901, Durham, North Carolina 27710.

**M.B.A.-J.D. Program.** Applicants for the M.B.A.-J.D. program must qualify for admission to both the Graduate School of Business Administration and the School of Law. In addition, they must apply specifically for admission to the M.B.A.-J.D. program. Personal interviews are recommended for all applicants. It is anticipated that enrollment in the program will be limited. For information on the Graduate School of Business Administration, the prospective applicant should write Admissions Office, 127 Social Science Building, Graduate School of Business Administration, Duke Station, Durham, North Carolina 27706.

**M.P.P.S.-J.D. Program.** Applicants for the M.P.P.S.-J.D. program must qualify for admission to both the Institute of Policy Sciences and Public Affairs and the School of Law. Also, the applicant must specify on each application that he is applying for the M.P.P.S.-J.D. program. It is anticipated that enrollment in the program will be limited. For information on the Institute of Policy Sciences and Public Affairs, the prospective student should write the Institute of Policy Sciences and Public Affairs, Box 4875, Duke Station, Durham, North Carolina 27706.

## Admission Procedures

Application must be made on the prescribed Law School forms which are available upon request. A fee of \$20.00 is charged for processing an application.

and a check or money order for this amount should accompany the application. The \$20.00 application fee is not waivable except in a case of extreme personal hardship. No application will be reviewed by the Admissions Committee and no applicant will be accepted until all required documents are on file. These documents are:

1. The application itself, to which a recent personal photograph must be attached.
2. Transcripts of all college and graduate academic records submitted through the Law School Data Assembly Service (LSDAS), Educational Testing Service, Box 944, Princeton, New Jersey 08540.
3. A report of the applicant's score on the Law School Admission Test (LSAT) administered by the Educational Testing Service. The LSAT is given periodically at examination centers conveniently located throughout the United States and at special foreign centers. The test administration dates in the summer and fall of the applicant's final year of undergraduate study are strongly preferred. Application forms and information should be procured by writing directly to: Law School Admission Test, Educational Testing Service, Box 944, Princeton, New Jersey 08540.
4. Two completed reference forms, one of which should be completed, including a statement of the applicant's rank in class, by an appropriate academic dean at the undergraduate school last attended. It is suggested that the other reference form should be submitted by an instructor who has personal knowledge of the academic performance and potential of the applicant. References should be requested to return their forms directly to Admissions Office, Duke University, School of Law, Durham, North Carolina 27706.

Ordinarily, the Law School conditionally accepts or rejects an applicant on the basis of a transcript showing college work through the junior year. Final action is taken in the light of further supplemental transcripts showing all of the college work required for admission to the Law School. A conditionally accepted applicant has been rejected later on the basis of the completed transcript in only a few cases in the history of the School. Personal interviews are not required and usually have little effect on the admissions decision; however, a visit to the Law School and an interview will be arranged if requested by the applicant.

Each applicant extended an offer of admission will be given three calendar weeks to respond to that offer. In fairness to applicants who have also filed applications with other schools, Duke will in no event impose an earlier deadline for response to offers than April 1. A deposit fee of \$100.00 must be paid at the time the applicant accepts an offer of admission. This deposit fee is non-refundable. The deposit fee will be applied to the tuition charge for the first semester of law study.

## **Pass-Fail Transcripts**

The Admissions Committee has had occasion in recent years to consider transcripts consisting of predominantly pass-fail grades. Only a minute percentage of those considered were admitted. A student's chances of admission are inversely proportional to the percentage of such grades appearing on the transcript. The attention of applicants is invited to the discussion of pass-fail grades contained in the *Prelaw Handbook*.



# 4

## Financial Information

### Tuition

The cost of providing a legal education of the quality offered by the Duke Law School is high and has been steadily increasing. Tuition provides only a part of the funds necessary, with the remainder provided by income from endowment, grants, and from gift support of alumni and friends.

Tuition at Duke is due and payable not later than the day of registration for a particular semester. For the academic year 1973-1974, tuition will be \$2,500.00 (\$1,250.00 per semester). Incoming students should expect that tuition will probably rise annually during their course of study.

**Tuition Refund Policy.** Tuition refunds are governed by the following policy:

1. In the event of death or a call to active duty into the armed services, a full tuition refund is granted.
2. In all other cases of withdrawal, students or their parents may elect to have tuition charges refunded or carried forward as a credit for later study, according to the following schedule:
  - a. Withdrawal before the beginning of classes: full refund.
  - b. Withdrawal during the first or second week of classes: 80 percent.
  - c. Withdrawal during weeks 3-5: 60 percent.
  - d. Withdrawal during the sixth week: 20 percent.
  - e. No refunds after the sixth week.
  - f. Tuition or other charges paid from grants or loans will be restored to those funds, not refunded or carried forward.

## General Expenses

Applicants should be aware that the following general expense estimates were compiled in the fall of 1972 and appropriate revisions may be necessary to reflect inflationary increases since that time. It should also be recognized that the expenses of a Duke law student may vary considerably according to the style of living assumed, variables such as travel distance, and size of family, if any. With the above cautionary statements in mind, the following are the best estimates as to total living costs for a nine-month academic year: \$4,000 to \$4,800 for single students; \$5,200 to \$6,200 for married students; and \$5,900 to \$7,000 for married students with one child. Included in the above living cost estimates are present expense levels for tuition, lodging, board, books (\$170 to \$220 if purchased new), supplies, transportation, and personal effects. Applicants for loans and scholarships should be aware that proposed budget figures will be carefully examined with the expectation that living expense estimates will fall within the lower end of the above general expense estimate ranges.

## Campus Housing

The Graduate Center is available to men and women enrolled in the Law School. Most rooms are doubles. The rental charge for a double room is \$371.00 for the academic year for each occupant (\$185.50 per semester for each occupant).

Men and women may also reside in the Town House Apartments which are complete with basic furnishings, utilities, and maintenance. Three persons occupy each apartment. The rental charge for the academic year is \$670.00 for each occupant (\$335.00 per semester).

All room and apartment rates are subject to change.

A new 500-unit apartment complex is under construction. Some of these units may be available to married students in the fall of 1973, and more units will be available during the spring semester of 1974. The remaining units will be ready for occupancy in the fall of 1974. Accepted students will be provided general information and cost data.

**Residential Deposit.** A \$50.00 deposit is required of each applicant before any residential reservation is made. The initial residential deposit is effective during the student's residence in a University residence if attendance is continuous in regular academic years.

**Refund.** The deposit will be refunded under the following conditions:

1. Within thirty days after the student has been graduated, provided written notice requesting refund is received at the Office of Housing Management.
2. Upon withdrawal from a Duke University residence by students enrolled on the semester basis, provided written notice is received by the Director of Housing Management by July 15 for cancellation of a reservation for the fall semester, and not later than December 31 for cancellation of a reservation for the spring semester.
3. When the reasons requiring withdrawal are beyond the student's control. No refund will be made until the occupant has checked out of his room through the Housing Office and has settled his account with the Bursar.

Rooms are usually rented for the academic year and are not rented for a period of less than one semester without special arrangements. After the day of

registration, no refund of room rent will be made except for a call to active duty into the armed services. Such refunds will be made in accordance with the University's established schedule. Regulations governing the occupancy of rooms will be supplied by the Director of Housing Management to those students who make application for housing.

## **Debts**

No records are released and no student is considered by the faculty as a candidate for graduation until he has settled with the Bursar for all indebtedness.

## **Late Registration Fee**

Students who register in any semester at a date later than that prescribed are required to pay to the Office of the Bursar a \$10.00 penalty for late registration.

## **Athletic Events Fee**

Law students may secure admission to all regularly scheduled University athletic contests held on the University grounds during the entire academic year by payment of the athletic fee of \$25.00 per year plus any taxes that may be imposed. This fee is payable in the fall semester. Students may also use the facilities of the Duke Golf Course upon payment of student green fees.

## **Duke Bar Association Fee**

A \$5.00 fee each semester is due and payable not later than the day of registration for a particular semester. This fee is utilized exclusively to support the activities of the student bar association.

## **Scholarship Assistance**

The Law School recognizes that many meritorious students are unable to pay the full cost of their legal education and, therefore, a number of University and endowed scholarships are awarded annually to assist students who merit recognition for past academic performance and who need financial aid. Each year the Law School fully commits its scholarship resources, and continuous efforts are always underway to develop new sources for scholarship funds. Despite this, at present Duke Law School does not have the resources to provide scholarship assistance to all qualified students who are in need. Most students who need financial aid are required to rely heavily on loan funds.

A student seeking scholarship aid should file a scholarship application form at the same time he files his application for admission. An attempt will be made to inform all scholarship applicants of both the admission and the scholarship decision at the same time, although it is possible that decisions on some scholarship grants will be made later than the admission decisions. Whether an applicant has applied for a scholarship will not affect the admission decision of the Law School. Duke Law School requires all scholarship applicants to utilize the Graduate and Professional School Financial Aid Service (GAPSFAS). Applicants should request

information on GAPS FAS by writing Graduate and Professional School Financial Aid Service, Box 2614, Princeton, New Jersey 08540.

**University Scholarships.** Duke University has established a number of University scholarships that vary widely in amount. Except for a few scholarships that are based purely on merit, University scholarships are awarded only to needy applicants with markedly superior college records and comparable Law School Admission Test scores. Most University scholarships awarded by the Law School cover part of the tuition charge. In cases of exceptional merit and need, a few scholarships may consist of full tuition and a stipend. The more usual form of financial aid for the gifted applicant is a combination of scholarship and loan. All endowed and University scholarship grants are renewable for second- and third-year students who maintain a 2.7 cumulative grade point average on a 4.0 scale. It is expected that approximately one-half of the members of each first-year class will achieve a cumulative grade point average above 2.7 on a 4.0 scale at the conclusion of their first year. Loan assistance is provided in the event that a scholarship is not renewed.

**Scholarships for Minority Students.** Duke University has established a limited number of scholarships for qualified, needy minority group students. Further information on these awards will be sent upon request.

**Phi Alpha Delta Fellowship Program.** This fellowship was created by Phi Alpha Delta Law Fraternity for first-year minority students. Applications are accepted until February 1 from students at law schools where Phi Alpha Delta has active chapters. Applicants need not be members. Ten students are selected annually to receive a \$500.00 fellowship.

**Endowed Scholarships.** The following endowed scholarships are available to Law School students:

*Beard-Rees Scholarship.* This scholarship was established by classmates and friends in 1968 to honor the memory of Robert L. Beard and David W. Rees of the Law Class of 1964. The fund is used to assist students of all-round character and potential as a tribute to the high personal standards, professional excellence, and accomplishments of these men.

*B. S. Womble Scholarship.* The B. S. Womble Scholarship has been established by a distinguished Duke alumnus, B. S. Womble, and members of his family. The scholarship is awarded on the basis of the moral character, scholastic ability, seriousness of purpose, and leadership potential of the applicant.

*Elvin R. Latty Scholarship.* Alumni and friends of the Law School established this fund in 1968 as a tribute to the wisdom, foresight, and dedication of Dean Emeritus Latty.

*John R. Parkinson Memorial Law Scholarship.* This scholarship will be awarded at least biennially to a student whose prelaw achievements indicate a potential for academic excellence while in the Law School and a professional career in which outstanding service to clients and to the profession will be rendered.

*Martha Garner Price Fellowship.* This fellowship was created by a gift to the Rule of Law Research Center by the children of Ralph Price—the late Clay Price, Julian Price, and Louise (Mrs. Young Smith), in memory of their mother, Martha Garner Price. The purpose of this fellowship is to support advanced research in the field of international organization.



**Richard M. Nixon Scholarship.** This scholarship was established by an initial gift from the Class of 1937 to honor their classmate, President Richard M. Nixon. The fund is growing rapidly and the first Nixon Scholar will be named for the class entering in the fall of 1973. This distinguished scholarship will be awarded only to students evidencing exceptional potential for leadership.

**David H. Siegel Memorial Scholarship.** This scholarship was established by Allen G. Siegel of the Law Class of 1960 in memory of his father who was also an attorney. The first recipient of this award will be selected for the class entering in the fall of 1973, and a new award will be made each year thereafter.

## Loan Assistance

Prospective law students who need loan funds to help finance their legal education should apply immediately following their acceptance for admission. Loan applications, unlike scholarship applications, should not be filed until a favorable admission decision is received. In no event should they be filed later than July 1 prior to the beginning of the fall semester. In addition to filing the Duke loan form, applicants for all loans administered or certified by Duke University are required to participate in the Graduate and Professional School Financial Aid Service (GAPSFAS). Information and application material for GAPSFAS can be obtained by writing Educational Testing Service, Box 944, Princeton, New Jersey 08540.

The following loan sources are either administered by Duke University or are available to Duke Law students. Approval of any loan application is based on the financial need, satisfactory scholastic standing, and personal integrity of the applicant.



**NDEA Loans.** Loans are available to Duke Law students through the student loan program established under the National Defense Education Act, assuming the continuation of appropriations by the Congress for this purpose. Interest on these loans begins to accrue at 3 percent nine months after the student leaves the Law School, and repayment normally begins ten months after the student leaves the Law School, with complete repayment scheduled over a period of up to ten years. Duke administers all NDEA loan funds allocated to it under strict federal guidelines dealing with such issues as the amount of parental income, reasonableness of budgets, complete disclosure of assets, and emancipation within the meaning of the applicable federal regulations.

**State Guaranteed Loans.** Most states have established guaranteed loan programs for graduate and undergraduate study for their own residents. The terms of such loans, the methods of administration, and the availability of funds vary widely among the various states. The Law School will supply information regarding the appropriate agencies to contact in each state and will also make appropriate certifications in support of the loan applications of individual students applying for state guaranteed loans.

**University Loans.** Duke University is in the process of establishing a guaranteed loan program, with the University itself becoming the lender of guaranteed loan funds. As this *Bulletin* was going to press, the details of such a program were being formulated. It should be effective for students entering in the fall of 1973 and will probably consist of 7 percent loans with long repayment terms.

In addition to the new guaranteed Duke loan fund, described immediately above, some limited financial assistance in the form of loans from funds held in trust by the University is available to qualified law students. Interest on these loans, which mature after the student has left the School, accrues from the date of each note at the rate of 1 percent until the student has left the School and for five years thereafter at 3 percent per year, with repayment in installments over the five-year period.

**North Carolina National Bank Loans.** The Law School has entered into an agreement with North Carolina National Bank in Durham establishing a limited commercial loan source only for Duke Law students. The University guarantees these loans, and alumni gifts are used to reduce the interest costs to law students. These NCNB loans are utilized primarily by second- and third-year law students who do not qualify for federally insured loan assistance.

**Dean's Emergency Loans.** Alumni gifts have created a special Dean's Discretionary Fund. In cases of immediate exceptional need, small non-interest bearing loans are available for short periods to cover students who have temporary financial emergencies.

**Deferred Tuition Program.** In 1971, Duke University adopted a new Deferred Tuition Plan to provide another alternative source of financial aid to needy applicants. The Law School has a limited amount of funding available for deferred tuition loans. The unique feature of a deferred tuition loan is that the obligation to repay later is related to future income and is not defined in terms of a fixed dollar amount. Further information concerning the Deferred Tuition Plan can be obtained from the Dean's Office. As is the case with other Duke-administered loans, deferred tuition applications should be filed after a student has received a favorable admission decision, but in no event later than the July 1 prior to the beginning of the fall semester.





# 5

## Scholastic Standards

### Grading

The grading system of the Law School is a numerical system based on a 4.0 scale. While grade distribution will vary from course to course, the normal distribution in an average class with a large (over 40 students) enrollment will approximate the following:

<i>Numerical Grade</i>	<i>Percentage</i>
3.5-4.0	10-15
2.7-3.4	35-40
1.8-2.6	40-50
1.3-1.7	0-10
1.0-1.2	

### Rank in Class

Information on rank in class is not released to prospective employers or to individual students. Students are, of course, free to release their cumulative grade point averages as well as their individual course grades to prospective employers. If a student does choose to release such information, the prospective employer may verify the accuracy of such released information with the Law School.

### Examinations

A written examination at the conclusion of each course is required, with the exception of seminars and certain specific courses usually involving research and drafting. As a rule, one examination is administered at the end of each course.

Examinations are anonymously graded and are administered under the honor system.

## Credit/No-Credit Option

Second- and third-year students are permitted to choose credit/no-credit courses up to a maximum of six hours per semester to be graded on a credit/no-credit basis, subject to the limitation that no student may accumulate more than fifteen hours of ungraded credit during his academic career at Duke. Summer school hours and hours earned in courses taken in other divisions of the University are included in this total. Courses in the Law School which by faculty action are graded on a credit/no-credit basis only do not count for this total. For students who wish to take two summer sessions, the fifteen hour limitation may be increased to a maximum of twenty hours, with special permission from the Dean.

Students electing courses to be graded under a credit/no-credit option receive a grade of *credit* if they achieve a numerical grade of 1.3 or better. Students receiving a numerical grade of 1.2 or less (or an *F*) receive a grade of *no credit*. Grades of *credit* and *no credit* are not averaged into a student's grade point average for any purpose, but appear on the transcript. A grade of *no credit* is not counted for purposes of the eighty-four hour requirement for graduation, but the hours count for purposes of meeting the twelve hour minimum course load for residence credit.

No academic credit is accorded the following programs: *Duke Law Journal*, Legal Research Program, and Moot Court Board.

## Courses in Other Divisions of the University

Second- and third-year students may take courses offered in other divisions of the University upon the condition that the student is engaged simultaneously in at least ten semester hours of courses in the Law School. Credit (limited to a total of six hours) toward the J.D. degree will be granted for those courses where, in the judgment of the Dean, the courses are related to the student's education in the law. A written request for permission to enroll in a University course outside the Law School must be presented to the Dean. A grade of *C* (or *S*) or better will be transferred to the Law School on a credit/no-credit basis. No credit will be awarded for a grade lower than *C* (or *S*).

## Summer School

Students who wish to attend summer sessions at other law schools must submit a written request to the Dean for permission to do so. The request should state the name of the school and the courses to be taken. A grade of *C* (or *S*) or better will be transferred to the Law School on a credit/no-credit basis. No credit will be awarded for a grade lower than *C* (or *S*).

## Eligibility to Continue Law Study

Any student with an overall grade point average of 1.80 or higher is in good standing and entitled to continue the study of law. Any student with an overall

grade point average of less than 1.80 but not less than 1.50 is on probation and may be declared ineligible to continue the study of law at the discretion of the Dean. Furthermore, any student who in any single semester or in any single year receives failing grades in courses totaling eight or more semester hours is on probation and may be declared ineligible to continue by the Dean. Any student with an overall grade point average of less than 1.50 is ineligible to continue the study of law.

## Notification of Unsatisfactory Scholastic Standing

Any student on probation who has not been declared ineligible to continue his work in the School will be given written notice by the Dean stating his academic average and informing him that during the ensuing year he will be subject to the special supervision of the Dean, who may order his dismissal from the Law School in the event of his failure to maintain a satisfactory scholastic standard. The notice will also remind the student that he will be ineligible to receive a degree unless his work meets the scholastic requirements for graduation, which will be set forth in the notice.

Every other student whose average during a semester or whose cumulative average does not exceed the minimum average required for graduation will be given a similar notice.





# 6

## Registration and Regulations

### Registration

All students are required to register on the dates prescribed in the Law School Calendar, at which time class schedules and course cards must be completed and approved. A student's registration for any semester is not complete until he has settled all indebtedness with the Office of the Bursar. A student is not eligible to attend classes or to make use of University facilities if he has any outstanding debt to the University.

A student may alter his registration by enrolling in or withdrawing from a course or changing the basis upon which he will be graded in the course during the first week of a semester. With the approval of the professor concerned and Dean or Assistant Dean, a student may alter his registration at any time prior to the end of the fourth calendar week following the commencement of classes. No alteration of enrollment may be made after the fourth week of classes without permission of the faculty. A charge will be made by the Registrar for dropping or adding any course.

### Registration for Bar Examination

Many states now require that a student, prior to or shortly after beginning the study of law, register with the board of bar examiners of the state in which he plans to practice. This should be accomplished within thirty days after matriculation in law school. Students are advised to consult the rules of all states in which they may be interested in practicing after graduation.

### Academic Regulations and Course Requirements

No student is permitted to take fewer than 12 course hours per semester without permission of the Dean. No first-year student may take courses in excess of the first-year program without permission of the Dean. Second- and third-year students are not permitted to take for credit more than 16 course hours per semester, nor may they audit and take for credit more than 17 course hours per semester without permission of the Dean.

No student will receive full residence credit if he takes fewer than 10 hours per semester for credit.

### Rules Concerning the Submission of Grades

All grades for all courses and seminars must be submitted by faculty mem-

bers on or before the twenty-eighth calendar day following the last day of the regularly scheduled examination period.

## **Rules Concerning Examinations and the Submission of Research Papers**

No student may enroll in any course in which he has previously submitted a research paper or has taken the final examination except a student who failed the course and is required by the instructor to retake it, or who obtains the permission of the faculty to do so. The grade received in the second enrollment in the course will be substituted for the first grade received, except that the highest grade for which a student shall be eligible on a retaking of a course is a grade of 2.2.

No credit will be given a student for any research paper submitted in partial or full completion of the requirements of a course in which he is enrolled unless the paper is submitted on or before the first day of spring semester classes for a course given in the fall semester, and on or before the last day of the examination period for a course given in the spring semester, or on an earlier date if the faculty member requires it.

Except with the joint permission of the Dean and the faculty member involved, no student shall receive any credit for any examination taken in partial or full completion of the requirements of a course in which he is enrolled unless the examination is taken at the time it is regularly scheduled. Such permission shall be granted only in the case of sickness, extreme personal hardship, or a conflict in the scheduling of two or more examinations.

A faculty member may deny a student the right to take an examination in his course and enter a failing grade for excessive absences or gross unpreparedness.

## **Regulations Governing the Awarding of Degrees**

Degrees are awarded at Duke University in September and May. The names of Duke Law School students who have successfully completed all of the necessary requirements for a degree are presented, by the Dean, to the University Secretary. The University faculty and The Board of Trustees meet in the early fall and just prior to the May graduation date to approve candidates presented for degrees.

Students who graduate in midyear from the Law School will not be awarded a degree until May and, therefore, should ascertain whether they will be permitted to take the bar examination in the state in which they plan to practice before the degree is conferred.

## **Rules Concerning Graduating in Absentia**

Students who wish to graduate *in absentia* are required by University regulations to request permission to graduate *in absentia*, in writing, at least one month before graduation. In the request, students must state the reason why they are unable to be present at the graduation ceremony.

## **The Honor System**

The honor system of the Duke Law School demands the highest standards of academic and professional conduct. It is enforced by a student judicial code.

## **General Rules of the University and the Law School**

Students are subject to the rules and regulations of the University and the Law School which are currently in effect, or those which in the future may be promulgated by the appropriate authorities of the University. Every student, in accepting admission, indicates his willingness to subscribe to and be governed by these rules and regulations. He also acknowledges the right of the University to take such disciplinary action, including suspension and/or expulsion, as may be appropriate, for failure to abide by these rules and regulations, or for other conduct adjudged unsatisfactory or detrimental to the University.

### **Policy Concerning Pickets, Protests, and Demonstrations**

Duke University respects the right of all members of the academic community to explore and to discuss questions which interest them, to express opinions publicly and privately, and to join together to demonstrate their concern by orderly means. It is the policy of the University to protect the exercise of these rights from disruption or interference.

The University also respects the right of each member of the academic community to be free from coercion and harassment. It recognizes that academic freedom is no less dependent on ordered liberty than any other freedom, and it understands that the harassment of others is especially reprehensible in a community of scholars. The substitution of noise for speech and force for reason is a rejection and not an application of academic freedom. A determination to discourage conduct which is disruptive and disorderly does not threaten academic freedom; it is, rather, a necessary condition of its very existence. Therefore, Duke University will not allow disruptive or disorderly conduct on its premises to interrupt its proper operation. Persons engaging in disruptive action or disorderly conduct shall be subject to disciplinary action, including expulsion or separation, and also to charges of violations of law.

The foregoing general statement of policy is not to be construed as limiting the University's right to maintain an atmosphere conducive to scholarship.

### **Motor Vehicle Registration**

Each motor vehicle operated on Duke University campuses by students enrolled in the School of Law must be registered at the Traffic Office, 2010 Campus Drive, within five days after operation on the campus begins, and thereafter must display the proper registration decal. A registration fee of \$10.00 will be charged for each automobile and \$5.00 for each motorcycle.

To register a vehicle, the student must present the following documents: (1) valid state registration for vehicle registered, (2) valid state operator's license, and (3) satisfactory evidence of liability insurance as required by the State of North Carolina—\$10,000 per person, \$20,000 per accident for personal injuries, and \$5,000 property damage.

Parking, traffic, and safety regulations will be given each student at the time of registration of his vehicle. Students agree to abide by these regulations in exchange for the privilege of operating a motor vehicle on the campus.



# 7

## Curriculum

### Degree Program

The curriculum at Duke Law School is not fixed and static. All courses are subject to constant evaluation and the organization of the curriculum itself is subject to critical examination each year by the faculty. The curriculum organization for the academic year 1973-1974 is set forth below.

### First-Year Courses

The first year curriculum is required for all J.D. candidates.

<i>Courses</i>	<i>Fall</i>		<i>Spring</i>
Civil Procedure	3	and	3
Constitutional Law	3	and	2
Contracts	3	and	2
Criminal Law	2		
Criminal Procedure			3
Property	2	and	2
Torts	2	and	3
	<hr/>		<hr/>
	15		15

Two sections of Constitutional Law, Contracts, Criminal Law, Criminal Procedure, Property, and Torts will be taught. The first-year class will be divided unevenly for assignment to two sections of each course, except Civil Procedure. One section of each first-year course will be small, with about 30 students. The other section of that course will contain the balance of the first-year class. Each first-year student will be assigned to one small section class for the full academic year and will study with the balance of his class for all other courses in the large sections of those other courses. For example, if a student is assigned to the small section in Torts he will automatically be assigned to the large section of his other

first-year courses. Research and writing projects will be assigned in conjunction with the small sections of each course.

In 1974-1975 the following changes in the first-year curriculum will take place:

1. Criminal Procedure will be transferred to the upper-year elective curriculum.
2. Criminal Law will be increased to three semester hours.
3. Two separate hours will be assigned to the research and writing course. It will be taught by the instructors teaching the small sections of the substantive courses. The research and writing course will be taught over the entire year with the final grade to be given at the end of the spring semester. Research and writing will be spread over two semesters regardless of whether the substantive course taught by the instructor is a one or two semester course. It is anticipated that the size of each small section will not exceed 20.
4. More of the first-year curriculum will be "semesterized." Civil Procedure and Constitutional Law will continue to be taught over the entire year; all other first-year courses will be on the semester basis as follows:

<i>Course</i>	<i>Fall</i>	<i>December Exam</i>	<i>Spring</i>	<i>May Exam</i>
Civil Procedure	3		3	X
Criminal Law	3	X		
Contracts	5	X		
Constitutional Law	3		2	X
Torts			5	X
Property			4	X
Research & Writing	1		1	
Total Hours	15	8	15	20

**110. Civil Procedure.** This course is devoted to a consideration of the basic problems of civil procedure. It is designed to acquaint students with the fundamental stages and techniques of litigation—e.g., pleading, discovery, trial, appeal, judgments, and multiparty actions—and to introduce them to underlying problems such as jurisdiction, choice of law in a federal system, and the role of courts as law-making institutions. 3 s.h. fall; 3 s.h. spring. *Paschal*

**120. Constitutional Law.** The distribution of and limitations upon governmental authority under the Constitution of the United States. Included are study of the doctrine of judicial review of legislative and executive action; the powers of Congress and the President; the limitations on state governmental powers resulting from the existence or exercise of congressional power; and judicial protection against the exercise of governmental power in violation of rights, liberties, privileges, or immunities conferred by the Constitution. 3 s.h. fall; 2 s.h. spring. *Levin and Van Alstyne*

**130. Contracts.** The formation and legal operations of contracts, their assignment, significance to third parties, and relationship to torts, restitution, and commercial law developments; the variety, scope, and limitations on remedies; and the policies, jurisprudence, and historical development of promissory liability. 3 s.h. fall; 2 s.h. spring. *Gillmor and Van Alstyne*

**140. Criminal Law.** An introductory study of the law of crimes and the ad-

ministration of criminal justice; analysis of the criminal act and the mental element in crime; consideration of specific offenses as defined by statute and the common law; discussion of typical defenses in relation to specific crimes. 2 s.h. fall. *Livengood and Shimm*

**150. Criminal Procedure.** A study of the basic elements of criminal procedure, with special emphasis upon constitutional requirements, including arrest, "stop and frisk," search and seizure, interrogation, electronic surveillance, the preliminary hearing, bail, criminal discovery, plea bargaining, and prosecutorial discretion. 3 s.h. spring. *Everett and Harbaugh*

**160. Property.** The basic concepts of real property law and conveyancing. Historical background; estates in land, including the fee simple, the fee tail with its statutory substitutes, the life estate, the estate for years and other nonfreeholds; concurrent ownership; types of future interests; conveyances before and after the Statutes of Uses, landlord and tenant; the modern deed—kinds, delivery, description, title covenants; and agreements running with the land at law and in equity; easements; recording and title registration. 2 s.h. fall; 2 s.h. spring. *Reppy and Sparks*

**170. Torts.** An analysis of liability for personal injuries and injuries to property. After considering "cause in fact," intentionally inflicted harm and the development from trespass to negligence, the course concentrates mainly on the negligence issue. The reasonable man standard, and its application and proof before courts and jury are explored. Limitations such as contributory negligence, lack of duty, and proximate cause are considered as are special rules governing owners and occupiers of land. The question of damages is analyzed; the course also examines strict liability, the liability of producers and sellers of products, insurance, and workmen's compensation. 2 s.h. fall; 3 s.h. spring. *Christie and Lange*

In addition, all students are required to undertake instruction in the duties and responsibilities of the legal profession.

## Second and Third Years

In the absence of special authorization from the Dean, each student is required to take in each semester courses aggregating not less than 12 and not more than 16 hours.

The program in the second and third years is entirely elective. In planning his elective program, the student should bear in mind that certain courses are prerequisites to other advanced courses:

Business Associations is prerequisite to Business Planning, Securities Regulation, and the Seminar in Corporate Planning and Drafting.

Evidence is prerequisite to trial practice courses.

Estate and Gift Taxation and Trusts and Estates I and II are prerequisites to the Seminar in Estate Planning.

Labor Relations I is a prerequisite for Labor Relations II.

Labor Relations I and II are prerequisites to the Seminars in Labor Law and Internal Union Affairs.

Personal Income Taxation is a prerequisite to Corporate Taxation, Estate and Gift Taxation, Taxation of Foreign Income, and the Seminar in Taxation.

Trusts and Estates I is a prerequisite to Trusts and Estates II.

The student should also bear in mind that, although the program in the second and third years is entirely elective, for logical course progression and in order to avoid conflicts in the class schedule, it would be advisable for certain basic electives to be taken in the second year and certain other electives in the third year.

**Clinical Education.** In its continuing efforts to provide a broad legal education, Duke Law School is developing a clinical legal education program which will be of optimum benefit to the student consistent with prudent management of resources. At the present time, substantial clinical experience is available in the following courses and seminars.

Business Planning  
 Civil Trial Practice  
 Civil and Criminal Trial Practice  
 Modern Real Estate Financing  
 Seminar in Corporate Planning and Drafting  
 Seminar in Estate Planning  
 Seminar in Negotiation  
 Seminar in Psychiatry and Law

#### Second Year—Recommended Courses

<i>Courses</i>	<i>Fall</i>		<i>Spring</i>
Administrative Law			3
Antitrust	4	or	4
Business Associations*	4		
Commercial Law	4	or	4
Consumer Protection	3		
Environmental Law			3
Evidence*	3	or	3
International Law	3		
Jurisprudence			3
Labor Relations I*	2		
Labor Relations II*			2
Law and the Arts	3		
Legal Accounting	2		
Personal Income Tax*	3		
Trusts and Estates I*	4		
Trusts and Estates II*			2

#### Third Year—Recommended Courses

<i>Courses</i>	<i>Fall</i>		<i>Spring</i>
Business Planning	4		
Civil Trial Practice			2
Civil and Criminal Trial Practice	3		
Civil and Criminal Trial Practice	2		
Civil and Criminal Trial Practice	2		
Comparative Law			3
Conflicts of Law			3
Corporate Finance			2

\*For those intending to take advanced courses and seminars in area.

<i>Courses</i>	<i>Fall</i>	<i>Spring</i>
Corporate Taxation		3
Debtors' Estates	3	
Estate and Gift Taxation*		2
Family Law		3
Federal Courts		3
Income Taxation of Partnerships, Estates and Trusts		2
Labor Standards (not offered 1973-1974)		
Land Use Planning	2	
Legal History	3	
Legal Profession		1
Modern Real Estate Financing		3
Patents, Trademarks, and Unfair Competition	3	
Regulated Industries	3	
Regulation of International Business		2
Securities Regulation(s)		3
Urban Problems		2
Workmen's Compensation		2

<i>Seminars</i>	<i>Fall</i>		<i>Spring</i>
Communications			2
Community Property	2		
Corporate Planning and Drafting	2	or	2
Criminal Law (not offered 1973-1974)			
Criminal Procedure	2		
Estate Planning	2	or	2
Federal Practice of Civil Rights and Civil Liberties			3
Internal Union Affairs	2		
International Organizations			2
Labor Law	2		
Law and Politics (not offered 1973-1974)			
Legal Issues in Health Care	2		
Legal Problems of a University (not offered 1973-1974)			
Military Law (not offered 1973-1974)			
Negotiation	2		
Organization, Financing and Governance of Public Schools	3		
Poverty and Law (not offered 1973-1974)			
Psychiatry and Law			2
Racial Discrimination	2		
Sentencing and Corrections (not offered 1973-1974)			
Sex and the Law			2
Tax-Exempt Organizations	2		
World Law	2		
Independent Research	—	and	—

\*For those intending to take advanced courses and seminars in area.

Students are advised that the following courses offered in 1973-1974 will not be offered in 1974-1975: Legal History, Jurisprudence, Tax-Exempt Organizations, Income Taxation of Partnerships, Estates, and Trusts, Seminar in Criminal Law, and Labor Standards.

In addition to the courses set forth above, the Law School encourages individual and small-group research and study for credit. Law students in their second and third years of the J.D. program may undertake up to 4 hours of independent research in any academic year if the research is approved by a faculty member. Research work will be graded on a credit/no-credit basis. Students undertaking independent research will meet regularly with the faculty member supervising the research in order to ensure contemporaneous discussion, review, and evaluation of the research experience.

A group of five or more students may plan and conduct their own research and seminar program for not more than 2 semester hours of credit (which shall be considered to be independent research within the meaning of the maximum limitation of 4 hours of independent research each year). A request to establish such an *ad hoc* seminar should be addressed to the Dean at least two months before the beginning of the semester in which the seminar is proposed. The Dean will request a member of the faculty to evaluate the program and recommend whether the proposed program has academic merit. If approved by the Dean, a faculty member will be requested to evaluate the contribution of each participant before awarding credit. Such seminar work shall be graded on a credit/no-credit basis.

Second- and third-year students may also take courses offered in other divisions of the University upon the condition that the student is engaged simultaneously in at least 10 semester hours of courses in the Law School. Credit (limited to a total of 6 hours) toward the J.D. degree will be granted for those courses where, in the judgment of the Dean, the courses contribute to the student's education in the law or professional interests. A grade of *C* (or *S*) or better will be transferred to the Law School on a credit/no-credit basis. No credit will be awarded for a grade lower than *C* (or *S*).

All students are advised to study carefully the rules governing admission to the bar in each state in which they are considering practicing after graduation. Some states have specific requirements, and others, such as New York, have detailed provisions relating to other matters.

## Upperclass Course Descriptions

**200. Administrative Law.** The formulation of statutory schemes of administrative regulations: the organization of administrative agencies; the determination, promulgation, and enforcement of administrative programs; the respective spheres of administrative and judicial responsibility; judicial control over administrative action. Practice and procedure before administrative agencies: informal conferences and negotiations; formal hearings; constitutional limitations. 3 s.h. spring. *Fleishman*

**205. Antitrust.** A study of the federal antitrust laws and their policies, especially the use of competition to control private economic behavior. 4 s.h. fall; 4 s.h. spring. *Bell and Havighurst*

**210. Business Associations.** The process of incorporation, promoters and pre-incorporation transactions, distribution of powers within that corporation, workings of the proxy system, special features of the close corporation, duties, and

liabilities of insiders, problems in connection with the purchase or sale of any security, shareholders derivative suits and related rights and comparison with general principles of agency and partnership. In addition: generalized treatment of financing of corporate enterprise, governmental regulation of distribution of public issues of securities, dividends and other distributions to shareholders, fundamental changes by recapitalization, merger and other combinations. (Specialized treatment of these topics are reserved for other courses and seminars, particularly Corporate Finance, Securities Regulation, and Business Planning.) 4 s.h. fall. *O'Neal*

**300. Business Planning.** This course involves advanced work in corporation and income tax law on a series of basic problems that commonly and currently face business lawyers in the formation and financing of corporations (both close and public), restructuring ownership interests and financing their withdrawal, share repurchases for insiders' strategy, sales and purchase of businesses, merger and other enterprise combination, enterprise division and dissolution. The problems are analyzed, and solutions are presented in class discussion and papers, by an integrated approach that embraces questions of corporate law, tax law, accounting, and the law governing sales of securities. 4 s.h. fall. *Stolz*

**385. Civil Trial Practice.** A study of the advocate in the trial of civil law suits, with emphasis on methods of pretrial preparation and development of facts in court, typical uses of rules of procedural and substantive law in trial proceedings, and tactical and ethical aspects of problems which confront the trial lawyer. 2 s.h. spring. *Caffrey*

**380. Civil and Criminal Trial Practice.** This course covers the same general subject matter as does the course in Civil Trial Practice and also examines the problems facing the advocate in a criminal proceeding. 3 s.h. fall. *Harbaugh*

**381. Civil and Criminal Trial Practice.** This course covers the same general subject matter as does the course in Civil Trial Practice and also examines the problems facing the advocate in a criminal proceeding. 2 s.h. fall. *Johnson*

**382. Civil and Criminal Trial Practice.** This course covers the same general subject matter as does the course in Civil Trial Practice and also examines the problems facing the advocate in a criminal proceeding. 2 s.h. fall. *Everett*

**215. Commercial Law.** This integrated study of the law governing commercial transactions emphasizes the application of the Uniform Commercial Code, particularly the articles dealing with sales, secured transactions, and commercial paper. A primary objective of the course is the development of an analytical basis for interpretation of this statute. The business judgments of commercial practice provide an interpretative framework. The structure of typical transactions is emphasized to suggest both the interrelation of the several articles of the Code and the relevance of other statutory and decisional law. Topics which are given particular emphasis include the enforceability of limitations on sales warranties, the optional nature of remedies for the breach of sales contracts, the function of common forms of commercial paper, the mechanics of the bank collection process, and the operation of retail systems. 4 s.h. fall; 4 s.h. spring. *Gillmor and Weistart*

**305. Comparative Law.** An examination and comparison of the law of selected jurisdictions on certain specific topics. The history, sources, and methods of the civil law will be investigated, discussed, and compared with those of common law countries. 3 s.h. spring. *Grzybowski*



**310. Conflicts of Law.** A study of the special problems which arise when the significant facts of a case are connected with more than one jurisdiction. Recognition and effect of foreign judgments; choice of law; federal courts and conflict of laws; the United States Constitution and conflict of law. 3 s.h. spring. *Reppy*

**220. Consumer Protection.** Trends in laws affecting retail buying and selling of goods and services. The course will focus on problems involving purchases of personal property, especially by the poor and uneducated, with some attention also given to purchases of realty and services. The area of product quality and liability will also be explored briefly. 3 s.h. fall. *Marschall*

**315. Corporate Finance.** Diverse characteristics of shares and creditor securities, consideration and payment of shares, rights and option in shares, capital and surplus and related accounting concepts, limitations on dividends and share repurchases, impact of federal regulation on promoter's role and public-issue financing, the pervasiveness of "10b-5," anatomy of merger, asset and stock acquisitions, alteration and combining of corporations. 2 s.h. spring. *O'Neal*

**320. Corporate Taxation.** An advanced course in corporate income taxation with substantial coverage of tax problems in the organization, reorganization, liquidation, and combining of corporations. 3 s.h. spring. *Hobbet*

**325. Debtors' Estates.** Comparative study of methods used for the liquidation and distribution of debtor's estates. The non-bankruptcy materials cover individual creditor's rights by attachment, garnishment, execution, creditors' bills, and the like, common law compositions and extension; and general assignments. The bankruptcy materials cover, in the main, the first seven chapters of the Bankruptcy Act. 3 s.h. fall. *Shimm*

**327. Environmental Law.** A study of the legal and administrative schemes for protecting natural resources and curbing pollution. 3 s.h. spring. *Shimm*

**330. Estate and Gift Taxation.** The principal emphasis of the course is on the federal estate and gift taxes. Consideration is also given, however, to the related portions of the federal income tax dealing with the taxation of the income of estates and trusts. 2 s.h. spring. *Warren*

**225. Evidence.** A study of the theory and rules governing the presentation of evidence to a judicial tribunal including the function of the judge and jury; the concept of relevancy; character evidence, judicial notice; real and demonstrative evidence; authentication of writings, the best evidence rule; competency, impeachment, and rehabilitation of witnesses; hearsay and the exceptions to its exclusion; privileged communications. 3 s.h. fall; 3 s.h. spring. *Pye and Read*

**335. Family Law.** Developments in the relationship between the state and the family. The course will survey the spectrum of family relationships and activities regulated in some fashion by the state, including procedures for marrying, legal relationships within an on-going family, and problems in the dissolution of the family. Special emphasis will be placed on agreements concerning the custody of children and property settlements on divorce. There will be some discussion of the family as seen by other behavioral disciplines. 3 s.h. spring. *Marschall*

**340. Federal Courts.** A study of the federal courts with respect to the part played by them in achieving a workable federalism. Special attention will be given to the original jurisdiction of the federal district courts, the relationship of the federal courts to state courts and state law, and the permissible and desirable range of federal judicial power. 3 s.h. spring. *Paschal*

**392. Income Taxation of Partnerships, Estates, and Trusts.** An introduction to the federal income tax problems of partnerships and estates and trusts. 2 s.h. spring. *Hobbet*

**230. International Law.** A survey of public international law of peace, as evidenced especially in decisions of national and of international courts; the drafting and interpretation of treaties; the nature of handling of international claims; the organization and jurisdiction of international tribunals with special reference to the International Court of Justice; developments with respect to the codification of the law. 3 s.h. fall. *Grzybowski*

**235. Jurisprudence.** A historical examination of the development of legal philosophy from ancient times to the contemporary period. 3 s.h. spring. *Christie*

**240. Labor Relations I.** This course, in combination with Labor Relations II, is envisioned as an integrated, full-year, two-hour program in basic labor relations law. However, it is recognized that some students are primarily interested in other fields and want only enough labor law to enable them to recognize a labor problem when they see one and to know when to consult a specialist. Consequently, Labor Relations I can be taken independently. Its core is the establishment of the collective bargaining relationship—with emphasis upon the organizational process and the law relating to strikes, lockouts, picketing, boycotts and unfair labor practices. A concerted effort is made to throw in enough collective bargaining law to avoid leaving the distorted impression that labor relations consist exclusively, or even primarily, of economic warfare. 2 s.h. fall. *Livengood*

**245. Labor Relations II.** It is anticipated that most students who take Labor

Relations I will continue with Labor Relations II, and the former is a prerequisite to the latter. The primary focus of the course is upon the negotiation and administration of collective agreements after the bargaining relationship has been established. Attention is given to the duty to bargain (its nature, scope, and duration), the terms of the labor-management contract, and procedures for orderly dispute settlement (arbitration, mediation, judicial enforcement, etc.) As time permits, some consideration is given to the "frontiers" of labor law—public sector bargaining, national emergency disputes, internal union affairs, individual employee rights, etc. Obviously, the line between Labor Relations I and II is artificial and amorphous, and it will not always be drawn in the same place. It is contemplated, however, that the student who has taken Labor Relations I, Labor Relations II, Labor Standards, and the Seminars in Labor Law and Internal Union Affairs will have had a fairly comprehensive exposure to the major areas of elementary labor law. 2 s.h. spring. *To be announced*

**355. Land Use Planning.** A survey of legislative, administrative, and judicial controls utilized to facilitate the orderly development and redevelopment of real property. This consideration will include public and private nuisance, zoning, subdivision control, housing codes, street mapping, and condemnation. The clash of individual and societal interests in land use is explored through cases involving the distinction between valid police power regulations and "takings" for public use which require payment of compensation. Problems of urban renewal, regional planning, and pollution of water and air will also receive consideration. 2 s.h. fall. *Everett*

**357. Law and the Arts.** An introduction to basic problems in entertainment law, the area of specialty practice involving the representation of publishers, broadcasters, CTV operators, film producers, artists, writers, musicians, and performers. The course includes detailed instruction in the law of copyright as well as unfair



competition in artistic works, the protection of ideas, the right of publicity and performers' rights, and selected aspects of defamation and invasion of privacy. 3 s.h. fall. *Lange*

**253. Trademarks, Patents, and Unfair Competition.** The course will cover the fundamentals of patent and trademark law with the aim of providing the general practitioner sufficient foundation to recognize potential problems and to collaborate effectively with specialists. Special attention will be given to the preemption of state law by the patent and trademark statutes and to the interaction of state and federal policy in these areas. Copyright will not be covered. It will also examine select aspects of state law governing the permissible promotional, pricing, and labeling strategies available to competitors, including resale price maintenance and state limits on predatory and misleading practices. Although often neglected, this regulation is complementary to the antitrust laws and may be of even greater practical concern than antitrust law which for the most part focuses on large business enterprises. 3 s.h. fall. *Bell*

**250. Legal Accounting.** An examination and analysis of accounting principles and practices necessary for understanding and investigating facts relevant to a variety of legal problems. The course is designed to familiarize students with the language of accounting, what it discloses and what it leaves unsaid, and how the work of accountants is used by government in regulation of business, by business managers in making decisions, by lawyers in solving legal problems, and by investors and lenders in managing and protecting their property. 2 s.h. fall. *Gillmor*

**410. Legal History.** A study of the development of fundamental English and American legal institutions. 3 s.h. fall. *Christie*

**360. Legal Profession.** A study of the function of lawyers; the organization of legal education and the profession, legal relations between lawyers and clients including fee arrangements, and lawyers' liability for malpractice; standards of professional conduct; techniques for making legal services available, role of lawyers in litigation, negotiation, counseling, and politics. 1 s.h. spring. *Faculty*

**365. Modern Real Estate Financing.** An examination of techniques of real estate financing including conventional mortgages, subdivision development, and federal assistance to real developers. 3 s.h. spring. *Everett*

**255. Personal Income Taxation.** An introduction to federal income taxation, with emphasis on the determination of taxable income of business, the character of the income realized, and the proper taxpayer on which to impose the tax. 3 s.h. fall. *Hobbet*

**257. Personal Income Taxation.** An introduction to federal income taxation, with emphasis on the determination of taxable income of business, the character of the income realized, and the proper taxpayer on which to impose the tax. 3 s.h. fall. *Warren*

**370. Regulated Industries.** Government economic regulation in such regulated industries as transportation, broadcasting, and power, plus directed study of specific problems of trade regulations. 3 s.h. fall. *Havighurst*

**532. Regulation of International Business.** The course will focus on national and international regulatory programs affecting international business enterprises. The materials will cover American law and its relationship to the national laws of other countries and the major international treaties protecting and regulating international business. Special consideration will be given to the international

trademark and patent systems and the American Common Market antitrust laws. The course will not cover international taxation or expropriatory action by foreign governments, subjects covered in other courses in the curriculum. 2 s.h. spring. *Bell*

**375. Securities Regulation.** A study of the federal and state securities laws and the industry they govern with emphasis on the mechanics and regulation of the distribution process and trading in securities; subjects dealt with include the functions of the Securities and Exchange Commission, registration and disclosure requirements and related civil liabilities, "blue sky" laws, proxy solicitation and reporting requirements, broker-dealer regulation, the self-regulatory functions of the exchanges, and the regulation of investment companies. 3 s.h. spring. *Stolz*

**265, 270. Trusts and Estates I and Trusts and Estates II.** Non-commercial property dispositions, both testamentary and inter vivos, including the following topics: the estate system, trusts, and powers of appointment as instruments for estate planning; intestate succession; execution and revocation of wills; creation of trusts; class gifts and construction; ademption and lapse, integration of dispositive schemes; charitable trusts; resulting trusts; remedies for wrongful interference with succession and transfer; problems in trust administration; rules against perpetuities, accumulations, and restraints on alienation. (Students may take one or both semesters except Trusts and Estates I is a prerequisite to Trusts and Estates II. Contracts and Property I are both prerequisites to Trusts and Estates I). Trusts and Estates I, 4 s.h. fall. *Sparks*. Trusts and Estates II, 2 s.h. spring. *Sparks*

**390. Urban Problems.** An examination of the legal framework for the government of urban areas, particularly the major metropolitan areas, with emphasis upon the relationship of local governments to one another and to the state and federal governments. The vehicle for examining this relationship will be a study of the financing and delivery of selected public services. 2 s.h. spring. *Levin*

**547. Workmen's Compensation.** This course covers the main elements of workmen's compensation law in the United States, together with questions of conflict of laws, third-party actions, and coordination with other social insurance programs. 2 s.h. spring. *Larson*

## Seminar Descriptions

**503. Seminar in Communications.** An in-depth study of government regulation of news media and other legal problems involving the publication and broadcasting industries. 2 s.h. spring. *Lange*

**218. Seminar in Community Property.** The marital property law of Arizona, California, Idaho, Louisiana, Nevada, New Mexico, Texas, and Washington. Emphasis on California to the extent the law differs. Primarily a casebook course. 2 s.h. fall. *Reppy*

**505. Seminar in Corporate Planning and Drafting.** The student is given hypothetical corporate problems (perhaps taken from the practicing lawyer's desk) on a client's proposed course of action; each problem is designed to require the student to grasp the business situation and goals involved, analyze for pertinent legal principles, plan the transaction to avoid legal business (including taxation), pitfalls, plan the requisite steps to consummate the desired transaction, draft the appropriate papers and present his research. 2 s.h. fall, *O'Neal*; 2 s.h. spring, *O'Neal and Stolz*

**560. Seminar in Criminal Procedure.** Special problems of criminal procedure not explored in the basic course in criminal procedure. Subject matter changes annually. 2 s.h. fall. *Pye*

**515. Seminar in Estate Planning.** Seminar devoted to problems and techniques of tax and estate planning. 2 s.h. fall; 2 s.h. spring. *Powe and Sparks*

**500. Seminar in the Federal Practice of Civil Rights and Civil Liberties.** A combination of advanced constitutional law and federal practice, working through a series of problems to provide: (a) a familiarity with the principal federal statutes (procedural, substantive, and remedial) used in civil rights litigation; (b) their judicial interpretation and application; and (c) a consideration of frontier constitutional issues. 3 s.h. spring. *Van Alstyne*

**520. Seminar in Internal Union Affairs.** The focus of the seminar is on the internal functioning of labor organizations, with particular emphasis on the application of the Labor-Management Reporting and Disclosure Act of 1959 and that segment of federal decisional law under the Labor-Management Relations Act which considers a union's obligations to its membership. Class sessions are topically structured to consider the union's duty of fair representation, its authority to discipline individual members, its obligations with regard to internal elections and financial integrity, and the limitations upon its demand of loyalty from its membership. Consideration is also given to the relationship of the local union to its international body. 2 s.h. fall. *Weistart*

**563. Seminar in International Organizations.** This course explores the principal legal questions, including current controversies, affecting the United Nations and other international organizations. 2 s.h. spring. *Larson*

**525. Seminar in Labor Law.** An intensive examination of significant problems in collective bargaining, union-management relations and labor dispute settlement, with emphasis upon the drafting and interpretation of contract clauses, theories and techniques in contract negotiation, grievance handling, voluntary arbitration and other procedures for the adjustment of disputes, and the interrelation of the legal and economic aspects of labor problems. 2 s.h. fall. *Livengood*

**528. Seminar in Legal Issues in Health Care.** Beginning with the health care delivery system and the legal problems it presents, the seminar will direct attention to licensing and other controls over physicians and other health personnel, the role of law in the function of the health care marketplace, mechanisms for assuring quality of care, proposals for national health insurance or other fundamental reform, and the operation of Medicare, Medicaid, and other financing programs. Additional subjects for inquiry will be the law of medical malpractice and such medical-moral problems as human experimentation, abortion, and sterilization. Problems of public health and the regulation of the drug industry will also be considered. 2 s.h. fall. *Havighurst*

**571. Seminar in Negotiation.** This seminar will be limited to twenty students who will participate in mock counseling and negotiation. The problems presented will come from various disciplines with emphasis on business contracts and family problems. The purposes are to practice the arts of counseling and negotiating and to become aware of one's patterns of interaction which facilitate or impede effectiveness as a counselor or negotiator. A short paper on a topic associated with the course will be required. The mimeographed reading materials

for the course will consist of writings by lawyers, psychiatrists, and psychologists. 2 s.h. fall. *Marschall*

**535. Seminar in Organization, Financing, and Governance of Public Schools.** This course concerns the organization, governance, and financing of public schools and their relationship to other governmental structures. The purposes of schooling and the decision-making processes which determine the balance between the interests of society, parents, and children are examined. The definitions of equal educational opportunity are examined in terms of the allocation of educational resources, racial imbalance, the problems of the disadvantaged student, and the mentally handicapped. Other topics include the issues of community control, vouchers, and other alternatives to the present system, as well as the federal role in education. 3 s.h. fall. *Levin*

**530. Seminar in Psychiatry and the Law.** An inquiry into the relationship between the science of psychiatry and various legal facets of civil and criminal law, with consideration of the desirability of changes in the law. 2 s.h. spring. *Shimm*

**573. Seminar in Racial Discrimination.** This seminar examines the legal aspects of the principal areas of racial discrimination—political and legal rights, public accommodations and facilities, education, employment, and housing—with emphasis on recent federal statutes and Supreme Court decisions. 2 s.h. fall. *Larson*

**575. Seminar in Sex and the Law.** There will be a discussion of discrimination in employment against women and homosexuals, the denial of women's rights to vote and serve on juries, the imposition of legal restrictions and duties on married persons by virtue of their traditional sex roles, differentiations based on sex in adoption and custody cases, legal regulation of birth control and abortion, and criminal sanctions against various sorts of sexual behavior and pornography. Students will attempt to determine to what extent the law has made rational distinctions based on sexual identity or behavior and to identify instances of irrational differentiations. Mimeographed materials covering basic background information and cases will be provided. However, the students themselves will be responsible for securing additional materials for use in the seminar. 2 s.h. spring. *Marschall*

**581. Seminar in Tax-Exempt Organizations.** A study of the exemption from federal income tax accorded to a variety of public and private organizations and the tax treatment of contributions to such organizations, the public policies underlying the exemption from tax and deductibility of contributions, and the broad new enforcement powers to be undertaken by the Internal Revenue Service. 2 s.h. fall. *Hobbet*

**583. Seminar in World Law.** The emphasis of this course is on those aspects of national law and international law which have an important influence on weakening or strengthening a world legal order. The course does not duplicate the material in the regular course on International Law. 2 s.h. fall. *Larson*

## **Courses in Other Divisions of the University**

The courses in other divisions of the University which are listed below will be of particular interest to law students.

**Public Policy Sciences 221. Analytic Methods I: Forecasting Consequences of Policy Alternatives.** Introduces the decision analysis approach (broadly defined) as a strategy for policymaking; explores the uses and limitations of various kinds of deterministic, probabilistic, unitary, and interactive models for "guesstimating" the consequences of policy alternatives, including discussion of both modeling techniques for structuring policy problems and statistical techniques for gathering and processing data for use in models. 3 s.h. fall. *Vaupel*

**Public Policy Sciences 222. Analytic Methods II: Appraising Consequences of Policy Alternatives.** A continuation of PPS 221, focuses on various methods for appraising and weighing the consequences of policy alternatives, including the uses and limitations of economic utility theory, probabilistic preference theory ("risk aversion"), time preferences ("discounting"), multiattributable preference trade-offs, cost/effectiveness analysis, cost/benefit analysis, scoring systems, performance indices, objective functions, indifference curves, Pareto optimality, the use of market prices and shadow prices, willingness to pay and consumer's surplus; concludes with a discussion of some formal decision-making tools, including decision analysis and mathematical programming. 3 s.h. spring. *Vaupel*

**Public Policy Sciences 223. Value Conflict and Ethics in Public Policy-making.** Explores the subjective and normative dimensions of public decision-making stressing the centrality of value choice and value conflict in policymaking. Emphasis is given to the options and dilemmas faced by policymakers with respect to matters such as special privilege and status, secrecy, discretionary use of coercive power, the question of whose interests are to be served, and the choice between leaving an organization and working to change it from within. In addition, the value choices that determine particular assessments or costs and particular conferrals of benefit are explored. 3 s.h. spring. *Price*

**Public Policy Sciences 224. Organizational and Administrative Dimensions of Public Policy Formulation and Implementation.** Examines the impact of organizational structures, individual needs and motivation, and politics on the shaping or reformulation of policy in the development, legitimation and implementation stage. Stress is placed on developing the capacity of policymakers to forecast such impacts and adapt policy accordingly. In addition, some attention is given to developing the students' awareness of the complexities of administration. 3 s.h. *Hawley*

**Public Policy Sciences 340. Public Policy Research Seminar: The Administration of Justice I.** An introduction to significant policy issues in the field. Students are expected to engage in, or prepare for, a major research study, the content of which will be developed in consultation with the faculty involved in the course. 3 s.h. spring. *Cook and Staff*

**Religion 394. Christianity and the State.** The relation of the Christian theory of the State to political problems with special consideration of the religious assumptions underlying democratic theory and practice, and of the relationship of the Church to the State. 3 s.h. *Beach*



# 8

## Student Life

### The University

Duke University has an enrollment of 9,382 students from all fifty states and many foreign countries. Trinity College, the Graduate School, the Graduate School of Business Administration, and the Schools of Divinity, Engineering, Forestry, Law, Medicine, and Nursing, and the Duke Hospital are the major components of the University. The University is about two miles from the business district of Durham and is situated on wooded hills constituting part of the 8,000-acre Duke Forest.

Durham, with a population of approximately 100,000, is in the Piedmont region of North Carolina, which has easy access to the sea coast and mountains. It is one of three cities bounding the Research Triangle Park where numerous private research laboratories and governmental agencies are located. Duke University is twenty-five miles from North Carolina State University in Raleigh and eight miles from the University of North Carolina in Chapel Hill.

### Living Accommodations

**Housing.** The majority of law students, both married and single, live in private, off-campus housing. Apartments in Durham are plentiful and, by national standards, inexpensive. Good roads and the absence of heavy traffic make commuting to the Law School from a considerable distance easy. This enables students to choose from a wide variety of housing types. The full range of housing from ultra-modern apartments to rustic cottages are located within minutes of the School. Students desiring to live in off-campus housing may obtain from the Assistant Dean's Office in mid-summer a list of similarly situated incoming students with whom they will be able to share housing expenses. Both married and single students desiring to live off-campus should plan to come to Durham one to two weeks early to find housing.

Campus housing in the Graduate Center and in apartments is described on page 20.

Opportunities to serve on the Residential Staff in undergraduate dormitories are available. The living accommodations vary in different dormitories, but usu-

ally consist of a single room or a two-room apartment. The position also provides financial assistance. Interested students or spouses should contact the Office of the Dean of Students, 121 Allen Building, Duke University, Durham, North Carolina 27706. Interviews are held in the spring.

## Dining Facilities

Dining facilities are located within easy walking distance of the Law School in the Union Building. The cost of food for the academic year will average approximately \$700.00 if a student dines in University cafeterias.

A large number of law students prefer to bring their lunches from home and eat in one of the student lounge areas in the Law School. Vending machines are located in the basement student lounge.

## Placement Service

Placement of students and graduates is one of the Duke Law School's most important functions. Close contact is maintained with outstanding law firms and other potential employers throughout the country.

Duke was the first law school to initiate a *Placement Bulletin*, an idea since adopted by a number of other schools. This *Bulletin*, which is under the editorial supervision of students, lists the members of the prospective graduating class with their pictures, relevant biographical data, and career preferences. This publication is widely circulated among selected law firms, companies, government agencies, and public service organizations throughout the country.

Placement at Duke is a three-pronged endeavor. The major burden of the non-campus placement program is carried by the potential employers themselves through on-campus interviewing. Each year more potential employers visit the Law School than the number of graduates available to be placed. The second program is the maintenance of a lengthy inquiry list by the Placement Office. Firms which cannot interview, but do wish to hire, place their names on this list. In addition, inquiries are received by individual students (through the *Placement Bulletin*) and by the Dean from other firms wishing to attract students. The third major effort must be made by students. Third-year students, particularly, must be willing to conduct extensive letter writing and to visit areas in which they desire to practice.

Students are involved most deeply in placement activities in the fall of their third year of study. However, most Duke students are placed in various kinds of summer positions following the second year of study. Generally, work in law offices is not available after only one year of law study.

## Student Health

One of the prerequisites for gaining the most from the University experience is a sense of well-being. The aim of the University Health Service is to provide medical care and health advice necessary to help the student enjoy his privilege of being a part of the University community. To serve this purpose, both the University Health Services Clinic and the University Infirmary are available for student health care needs.

The main components of the Health Service include the University Health Services Clinic, located in the Pickens Building on West Campus, and the University Infirmary on the East Campus. Emergency transportation, if required, can be obtained from the Duke Campus Police. Residential staff personnel should be consulted whenever possible for assistance in obtaining emergency treatment.

The facilities of the University Health Services Clinic are available during both regular and summer sessions to all currently enrolled full-time students. The facilities of the University Infirmary are available during the regular sessions only from the opening of the University in the fall until graduation day in the spring to all currently enrolled full-time students.

All regularly matriculated law students of the University who have paid full tuition are entitled to the student health benefits.

Students are not covered during vacations, and their dependents and members of their family are not covered at any time.

The resources of the Duke University Medical Center are available to all Duke students and their spouses and children. Charges for any and all services received from the Medical Center are the responsibility of the student as are the charges for services received from physicians and hospitals not associated with Duke University.

The Student Mental Health Service under the direction of Dr. W. J. Kenneth Rockwell, which is located in the Pickens Rehabilitation Building, provides evaluations and brief counseling and/or treatment for matters ranging from questions about normal growth and development to the most serious psychiatric disorders.

The University has made arrangements for a Student Accident and Sickness Insurance Plan to cover all full-time students for a twelve month period. For additional fees a student may obtain coverage for a spouse or a spouse and child. Participation in this program is on a waiver basis. The University expects all students to be financially responsible for medical expenses above those covered by the University Student Health Program through the University Accident and Sickness Policy, a private policy, or personal financial resources. Students who have equivalent medical insurance or wish to accept the financial responsibility for any medical expense may waive the Duke Plan by signing a statement to this effect. Each full-time student in residence must purchase this student health insurance or sign a waiver before his registration is complete. The Student Accident and Sickness Insurance Policy provides protection 24 hours per day during the full 12-month term of the policy for each student insured. Students are covered on- and off-campus, at home, or while traveling between home and school, and during interim vacation periods. Coverage under the policy begins on the opening day of the fall. Coverage and services are subject to change each year as deemed necessary by the University in terms of costs and usage.

## **Professional and Honorary Organizations**

**Order of the Coif.** The Order of the Coif is a national legal scholarship society, with a local chapter at Duke University School of Law. Its purposes are "to foster a spirit of careful study and to mark in a fitting manner those who have attained a high grade of scholarship." Election is restricted to the upper 10 percent of the graduating class who have attained the most distinguished academic records in their law school work.

**The Duke Bar Association.** The Duke Bar Association coordinates the pro-

fessional, social, and other extracurricular activities of the student body. The Association resembles in its composition and purpose both a university student government and a professional bar association. It manages the speakers program, publicizes Law School activities, and sponsors athletic and social programs. Dues are \$5.00 per semester, payable at registration.

**Legal Research Program.** The Legal Research Program supervised by a student editorial board, provides second- and third-year students with an opportunity to prepare legal memoranda on actual problems submitted by practicing lawyers, judges, or legislative committees. The program also assists in providing representation to indigents in appeals from denials of petitions for *habeas corpus* in the United States Court of Appeals for the Fourth Circuit. The briefs are written by the students under the supervision of a member of the faculty.

**Moot Court Board.** The Moot Court Board is comprised of second- and third-year students who are chosen on the basis of their performance in intramural Moot Court competition. The Board supervises the Hardt Cup and the Dean's Cup competitions. In addition, the Board provides personnel for teams entering intercollegiate competition.

**International Law Society.** The Duke International Law Society provides an annual program for examining the application of international law to world problems. Through a series of lecture discussions in the fall called "A Short Course in International Law" and by featuring distinguished speakers in the field throughout the year, the society provides its members the opportunity to make contact with the men and ideas that are shaping the development of international law.

Other activities include participation in the annual Philip C. Jessup International Law Moot Court competition, attendance at conferences sponsored by the Association of Student International Law Societies, and sponsorship of a biennial conference on a selected topic of international significance. Membership is open to all law students with dues of \$5.00 per annum.

**Women Law Students.** Women Law Students serves as a central organization for united action in meeting the problems which women encounter in the legal profession and endeavors to promote cooperation and friendship among women law



students. The organization sponsors several projects including conferences, work with women in the penal system, and lobbying for legislation favorable to women in North Carolina. The organization also works with women's groups in other law schools to improve the position of women in the legal profession at the national level.

**The Crockett Society.** Black law students have organized the Crockett Society to address the unique problems faced by black people within and without the Law School. The local aim of the group is to coalesce and amplify the goals of its members and provide a totally responsive student organization to aid the individual black law student in his career at Duke University. The Crockett Society is affiliated with the Black American Law Students Association (BALSA). The purpose of BALSA is to advance the welfare and interest of black people by means of assisting black students during their law school career and helping prepare black law students to assume the duties and responsibilities necessary to fulfill the legal needs of black communities.

**American Bar Association's Law Student Division.** Duke Law School is one of over one hundred participating law schools in the American Bar Association's Law Student Division. Formed only six years ago, the Division is the only national group representing law students' views within the American Bar Association.

A member of the Fourth Circuit, along with the nine other schools in Virginia, West Virginia, and North and South Carolina, Duke has played a strong leadership role in the Circuit as well as on the national level of the Division.

Locally, the Law Student Division has begun promotion of new clinical legal education programs, among which is its "Night Rider" project wherein students accompany policemen on their appointed patrols. Other areas of active concern have been the third-year practice rule in North Carolina and reform in penal institutions. In addition, there is communication between law schools on the circuit and national levels, benefiting each through the experience of others.

**Legal Fraternities.** The two legal fraternities at Duke are Hughes Inn of Phi Delta Phi and Wiley Rutledge Chapter of Phi Alpha Delta. During the academic year, these organizations sponsor luncheons and other meetings, which feature topics of professional interest and several social activities.

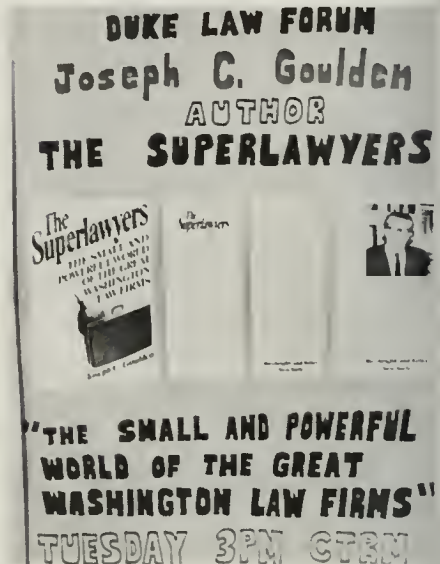
**Student Advocacy Club.** An affiliate of the American Trial Lawyers Association, the Student Advocacy Club was founded to foster student interest in litigation. The Club, with the cooperation of local attorneys and judges, sponsors monthly meetings to demonstrate some of the fundamentals and techniques of trial work, as well as sponsoring an annual exposition put on by the ATL.

Additionally, upperclass members have the opportunity to actually work with practicing attorneys, preparing cases, and assisting in the courtroom, providing extremely valuable clinical experience.

**Devil's Advocate.** The *Devil's Advocate* is the weekly newspaper of the students of the Law School. The aim of the *Advocate* is to combine a variety of articles and editorials concerning all aspects of law school life with satirical and humorous articles, anecdotes, caricatures, and cartoons to provide a light-hearted, yet thought-provoking break in the weekly routine. The newspaper, which is unique among law school papers, has consistently proved to be the most popular voluntary activity at the Law School. The *Devil's Advocate* staff consists of an editor-in-chief, several assistant editors, and a number of reporters and contributors. All students, faculty, and administrators are invited to participate.



Left: Senator Sam Ervin spoke last year on executive impoundment of funds.



Aryeh Neier, Executive Director of the A.C.L.U., talks with Professors Patricia Marschall and Arthur Larson.

**Duke Law Forum.** The Duke Law Forum presents speakers and films. Last year the program included United States Supreme Court Justice William Rehnquist; Deputy Secretary of Defense Kenneth Rush; Senator Sam Ervin; Aryeh Neier, Executive Director of the American Civil Liberties Union; Lee Henkel, Chief Counsel for the Internal Revenue Service; Secretary of Labor James D. Hodgson; Joseph C. Goulden, author of *The Superlawyers*; columnist James Jackson Kilpatrick; Howard Moore, attorney for Angela Davis; North Carolina Attorney General Robert Morgan; Roy Cohn, Chief Counsel of Senator Joseph McCarthy's Subcommittee on Investigations; Jeff MacNelly, editorial cartoonist for the *Richmond News Leader*; and Thomas B. Curtis, Chairman of the Corporation for Public Broadcasting.



Above: United States Supreme Court Justice William H. Rehnquist talks with students after his address.

Below: Associate Professor David Lange talks with Thomas B. Curtis, Chairman of the Corporation for Public Broadcasting.



Above: News commentator Sander Vanocour talks with students.

Below: Deputy Secretary of Defense Kenneth Rush, once a member of the Law School faculty, spoke last year on the Berlin agreement.



## **Employment Opportunities**

The study of law is demanding. It is designed to occupy the full time of the student, and it calls for his best. It is unwise for a student to dilute his efforts by outside work, especially during the critical first year of study.

For those who find some outside earnings are necessary to meet the expense of studying law at Duke, arrangements have been made to provide some part-time employment in the Law School. A number of positions in the Law Library are filled by law students. Students are often employed in their second- and third-years as research assistants for faculty members. The University maintains a general placement office to aid in finding employment, and several law students serve as undergraduate residence advisers if they have been at Duke one year or have previously held such positions.

The opportunities for employment in the University and surrounding community are good for spouses of law students who are teachers, computer programmers, secretaries, or nurses. Other types of desirable positions are also available. The Dean's Office maintains a list of superintendents of schools in nearby districts which is available upon request. The University Personnel Office and the Medical Center Personnel Office assist interested persons in locating suitable employment on campus.

## **Book Exchange**

Before the beginning of each semester, used texts may be purchased for considerably less than new texts. The Duke Bar Association administers the sale of used law books in the Law School basement.

## **Bookstores**

Duke Law School students may purchase law school texts at the University Bookstore in the Union Building on campus or at The Book Exchange which is located in downtown Durham at 107 Chapel Hill Street.

## **Other On-Campus Facilities**

Additional facilities on campus available to students include the Duke Station Post Office, a sundries store, a barber shop, a bank, and a men's store, all located in the basement of the Union Building.

## **Entertainment and Recreation**

Within a short distance of the campus are facilities for golf, horseback riding, and woodland hiking. Students of the Law School are entitled to the use of the University gyms, tennis courts, swimming pools, golf course, and similar privileges. Other opportunities for physical activity are available in the Intramural Program, as well as through such activity groups as the outing, sailing, and cycling clubs. Several bowling alleys are available in and near Durham. Skiing has become increasingly popular at nearby slopes in western North Carolina.

University athletic contests are held on the University grounds at various times during the academic year. Duke is a member of the Atlantic Coast Conference. Concerts, recitals, lectures, and plays are presented frequently on campus.

## Prizes and Awards

Several academic prizes and awards have been established by the Law School or are sponsored by individuals or organizations to recognize general academic excellence or high achievement in specific areas. The following, although not a complete list, will indicate some of the academic prizes and awards available each year to law students who distinguish themselves.

**American Jurisprudence Prize Awards.** American Jurisprudence Book awards are made to the student in each course who obtains the highest scholastic grade in that course. These book awards are sponsored yearly by the Lawyers Co-operative Publishing Company.

**Corpus Juris Secundum Award.** This award, sponsored by the American Law Book Company, is made to the student in each class who has made the most significant contribution to overall legal scholarship.

**Hornbook Series Award.** This award, sponsored by the West Publishing Company, is made to the student in each class who has obtained the highest scholastic average in his class for the year.

**Nathan Burkan Copyright Award.** Each year the Nathan Burkan Memorial Competition offers an award of \$250 to the student who writes the best paper on Copyright Law.

**Prentice-Hall Tax Prize.** An award, sponsored by Prentice-Hall, Inc., is made to the graduating senior who has made the most outstanding record in the courses in federal taxation.

**Student Advocacy Award.** This award, sponsored by the International Academy of Trial Lawyers, is made to the graduating senior, selected by the faculty, who has demonstrated the most outstanding ability in courtroom advocacy.

**United States Law Week Award.** This award is made to a graduating senior selected by the faculty as the student who has made the greatest academic progress during his final year of study. It is sponsored by the Bureau of National Affairs, Inc. and consists of a year's complimentary subscription to *United States Law Week*.

**Will Drafting Contest.** In order to encourage good draftsmanship of wills, the North Carolina National Bank each year conducts a will drafting contest which is open to all law students in the State of North Carolina who are not already members of the Bar. Prizes of \$50.00 each are awarded for the two best entries from each law school. The best of these six entries receives an additional award of \$150.00. The second best entry receives an additional \$50.00 prize.

**Willis Smith Award.** This award is presented annually to the member of the graduating class who has achieved the highest academic average for his three years of law study. The award is sponsored by the family of United States Senator Willis Smith, a deceased alumnus, and consists of a set of legal volumes selected by the recipient of the award.

# Appendix A

## Former Schools of Duke Law Students

Abilene Christian College	1	Furman University	3
Adelphi University	1	George Washington University	2
Albion College	1	Georgetown University	1
Albright College	2	Georgia State University	2
Allegheny College	1	Gettysburg College	3
Alma College	1	Hampton Institute	1
The American University	2	Harpur College	2
Arizona State University	1	Harvard College	5
Auburn University	1	Haverford College	1
Baylor University	1	Hobart College	2
Bellarmino College	1	Illinois State University	1
Beloit College	1	Indiana University	6
Boston College	6	Johns Hopkins University	2
Boston University	1	Kent State University	1
Bowling Green State University	2	Kenyon College	1
Brigham Young University	7	Lawrence University	1
Brown University	1	Lehigh University	7
Bryn Mawr College	1	Loras College	1
Bucknell University	6	Louis and Clark College	1
Butler University	1	Louisiana State University	3
California State College		Loyola University	1
at Long Beach	1	Macalester College	2
California State College		Marshall University	1
at Los Angeles	1	Massachusetts Institute of	
Campbell College	1	Technology	3
Carleton College	3	Miami University	2
Carthage College	1	Michigan State University	5
Case Western Reserve University	1	Monmouth College	1
Catholic University of America	1	Mount Union College	1
Centre College	2	Mount Holyoke College	1
Ciena College	1	New Mexico State University	1
The Citadel	2	New York University	3
Claflin College	1	North Carolina Central University	1
Claremont Men's College	3	North Carolina State University	3
Clarion State College	1	Northern Arizona University	1
Clark University	1	Northern Illinois University	2
Coe College	1	Northwestern University	6
Colgate University	3	Oberlin College	1
College of the Holy Cross	4	Occidental College	6
College of William and Mary	4	Oglethorpe College	1
Colorado College	1	Ohio Northern University	1
Columbia University	6	Ohio State University	6
Concordia College	3	Ohio Wesleyan University	2
Cornell University	6	Olivet College	1
Dartmouth College	6	Pembroke State University	1
Davidson College	2	Pennsylvania State University	3
DePaul University	1	Pomona College	3
DePauw University	1	Princeton University	9
Dickinson College	2	Providence College	2
Drake University	2	Queens College of the City	
Drexel University	1	University of New York	1
Duke University	31	Radcliffe College	1
East Carolina University	1	Rice University	2
Emory University	3	Seton Hall University	1
Florida Atlantic University	2	Smith College	1
Florida State University	5	Southern Methodist University	1
Fordham University	2	Southwest Missouri State College	1
Franklin and Marshall College	2	Southwestern at Memphis	1

Spring Hill College	1	University of Missouri	6
Stanford University	8	University of Nebraska	2
State University College of New York	1	University of North Carolina	19
State University of New York at Buffalo	4	University of Notre Dame	9
Stetson University	1	University of Oklahoma	1
Saint Joseph's College	1	University of Omaha	1
Saint Olaf College	1	University of Pennsylvania	7
Swarthmore College	1	University of Pittsburgh	1
Syracuse University	1	University of Rochester	2
Tennessee State University	2	University of South Carolina	2
Texas Technical University	1	University of South Dakota	1
Transylvania College	2	University of South Florida	1
Trinity College	3	University of Southern California	1
Tulane University	5	University of Tennessee	4
Union College	3	University of the South	1
United States Air Force Academy	2	University of Toledo	1
United States Military Academy	2	University of Victoria	1
United States Naval Academy	1	University of Washington	4
University of Alabama	3	Ursinus College	1
University of Arkansas	1	Vanderbilt University	6
University of California	2	Villanova University	2
University of California at Los Angeles	3	Wabash College	6
University of California at Santa Barbara	1	Wake Forest University	1
University of Chicago	1	Washington and Jefferson College	1
University of Dallas	1	Washington and Lee University	2
University of Delaware	2	Washington State University	1
University of Florida	6	Washington University at St. Louis	2
University of Georgia	2	Wellesley College	2
University of Illinois	3	Wesleyan University	3
University of Iowa	2	Westminster College	1
University of Kansas	2	West Virginia University	3
University of Kentucky	1	Western Kentucky University	1
University of Maine	3	Western Michigan University	1
University of Maryland	6	Whitman College	3
University of Miami	1	William Jewell College	1
University of Michigan	6	Williams College	1
University of Minnesota	1	Wittenburg University	6
		Wofford College	3
		Xavier University	1
		Yale University	6
		Youngstown State University	1

## Appendix B

### Home States of Duke Law Students

Alabama	7	Nebraska	2
Arizona	5	New Jersey	11
Arkansas	2	New Mexico	2
California	25	New York	48
Colorado	1	North Carolina	43
Connecticut	7	North Dakota	1
Delaware	2	Ohio	29
District of Columbia	6	Oklahoma	3
Florida	25	Oregon	2
Georgia	16	Pennsylvania	30
Hawaii	2	Rhode Island	3
Illinois	20	South Carolina	14
Indiana	11	South Dakota	1
Iowa	9	Tennessee	9
Kansas	4	Texas	4
Kentucky	11	Utah	4
Louisiana	6	Vermont	1
Maine	4	Virginia	9
Maryland	22	Washington	8
Massachusetts	12	West Virginia	9
Michigan	16	Wisconsin	5
Minnesota	9	Alberta Canada	1
Mississippi	3	British Columbia, Canada	2
Missouri	11	Quebec, Canada	1
Montana	1	Total Student Body:	479

## Appendix C

### First-Year Class (Class of 1975)

Adams, Margaret Irene, B.A. (Stanford University), White Bear Lake, Minnesota  
 Allen, Thomas Atherton, A.B. (Harvard College), Baltimore, Maryland  
 Alvarez, Carlos, B.A. (University of Florida), Miami, Florida  
 Babich, Lawrence Harris, B.A. (Ohio State University), Marion, Ohio  
 Bachelder, Jon Paul, B.A. (Miami University), Findlay, Ohio  
 Bartelt, Robert Harry, B.S. (Campbell College), Fayetteville, North Carolina  
 Baxter, Richard James, B.A. (Bucknell University), Poland, Ohio  
 Baxter, Robert Andrew, A.B. (University of Notre Dame), Oceanport, New Jersey  
 Beall, Kenneth Warren, B.A. (Michigan State University), Lansing, Michigan  
 Bendig, Charles Herman, B.S.B.A. (Ohio State University), Warren, Ohio  
 Bentley, Janet Fraser, B.A. (Wellesley College), Montreal, 305, Quebec, Canada  
 Berens, Kelvin Charles, B.A. (University of Nebraska), Dodge, Nebraska  
 Berman, Gary Keith, B.A. (University of Pennsylvania), Silver Spring, Maryland  
 Bihn, George Frederick, III, A.B. (Princeton University), Abington, Pennsylvania  
 Bishop, Jeffrey Lynn, B.A. (Rice University), West Point, Mississippi  
 Bogue, Richard Alan, B.A. (Union College), Chevy Chase, Maryland  
 Britain, James Edward, B.A. (Washington State University), Lynwood, Washington  
 Brown, Frederick Albert, II, B.A. (Bucknell University), Philadelphia, Pennsylvania  
 Burnett, James Thomas, B.A. (Whitman College), Merver Island, Washington  
 Carll, James Howell, B.A. (Bucknell University), Lewisburg, Pennsylvania  
 Caudill, Franklin Terrell, B.A. (Harvard College), Charleston, West Virginia  
 Christensen, Bruce Allen, B.A. (Drake University), Redfield, South Dakota  
 Christensen, Reggie Austin, A.B. (Occidental College), Glendale, California  
 Clasbey, Susan Denise, A.B. (Indiana University), Vinton, Virginia  
 Colbert, Lawrence Davis, B.S. (Drexel University), Media, Pennsylvania  
 Combs, Jack M., Jr., B.A., M.B.A. (University of Kentucky), Louisville, Kentucky  
 Cousar, Mary Young, B.A. (Wellesley College), Jacksonville, Florida

Dana, Frank Johnstone, B.A. (Davidson College), Columbia, South Carolina  
 Davis, Thomas Phillip, A.B. (University of Southern California), North Hollywood, California  
 DeBaets, Timothy Joseph, B.A. (Columbia University), South Bend, Indiana  
 Dennis, George, B.A. (Lehigh University), Williston Park, New York  
 Drewry, Eric Boleyn, A.B. (Princeton University), Newark, Delaware  
 Duncan, Allyson Kay, B.S. (Hampton Institute), Durham, North Carolina  
 Dykstra, Mark Thomas, B.A. (Wabash College), Bremen, Indiana  
 Edwards, Sandra Schneider, A.B., M.S. (Indiana University), Greensboro, North Carolina  
 Engle, Clement Parker, B.A. (Yale University), Bryn Mawr, Pennsylvania  
 Fairchild, Roger Charles, B.S. (Columbia University), Manlius, New York  
 Fering, Robert Best (University of Minnesota), Sleepy Eye, Minnesota  
 Fink, Michael Fabian, B.A. (Tulane University), New Orleans, Louisiana  
 Finkelstein, Julius Louis, B.S. (Columbia University), Palo Alto, California  
 Fogle, James Lee, B.A. (Whitman College), Aberdeen, Washington  
 Franklin, David Bruce, A.B. (Stanford University), El Cajon, California  
 Fukushima, Paul Jay, B.A. (Pomona College), Los Angeles, California  
 Gambill, Cromwell Cleveland, B.A. (Transylvania College), Lexington, Kentucky  
 Gilbride, Mary Helen, A.B. (Trinity College), New York, New York  
 Goldman, Nathan Carliner, B.A. (University of South Carolina), Dillon, South Carolina  
 Goumas, Stanley, A.B., M.A. (University of Chicago), San Francisco, California  
 Graham, Oscar Mattison, Jr., B.S., M.C.R.P. (University of North Carolina), Laurinburg, North Carolina  
 Hawkins, Allan Reese, B.A. (Concordia College), Jamestown, North Dakota  
 Henry, Robert Jason, B.A. (Yale University), Vancouver 5, British Columbia, Canada  
 Hildebrandt, Stephen Austin, A.B. (Harvard College), Elm Grove, Wisconsin  
 Hohnbaum, James Lloyd, B.A. (Indiana University), Hiawatha, Kansas  
 Howell, John Aubrey, A.B. (Duke University), Alexandria, Virginia  
 Hughes, Leo Keith, B.A. (Louisiana State University), Bogalusa, Louisiana  
 Huitt, Jimmie Lee, Jr., B.A. (Ohio State University), Los Angeles, California  
 Hunsaker, Keith Allen, Jr., A.B. (University of California), Los Angeles, California  
 Jenkins, Eleanor Ruth, B.A. (New York University), Brooklyn, New York  
 Johnson, William Henry, B.A. (Claflin College), Orangeburg, South Carolina  
 Johnstone, Irvine Blakeley, III, B.A. (Lehigh University), Mountainside, New Jersey  
 Joyce, Richard Alan, B.A. (University of Maine), South Portland, Maine  
 Kable, William Sanderson, B.A. (Johns Hopkins University), M.A., Ph.D. (University of Virginia), Columbia, South Carolina  
 Keller, John Kistler, A.B. (Indiana University), Indianapolis, Indiana  
 Kerber, David Walter, B.S. (United States Air Force Academy), Waukesha, Wisconsin  
 Kieffer, Stephen Paul, B.A.B.S. (The American University), Enid, Oklahoma  
 Kievit, Robert Warren, B.S. (Lehigh University), Pensacola Beach, Florida  
 Kinney, Harry Craig, B.S. (Yale University), Columbus, Indiana  
 Klein, Howard Judah, B.S. (Massachusetts Institute of Technology), Poughkeepsie, New York  
 Kohler, Charles Walter, B.S. (Ohio State University), Toledo, Ohio  
 Koman, Alan James, B.A. (Cornell University), East Point, Georgia  
 Layer, Wendy Jeanne, B.A. (Occidental College), Sun Valley, California  
 Leary, Denise, A.B. (Boston University), Washington, D.C.  
 Leban, Michael Frank, B.A. (Harpur College), Rego Park, New York  
 Lieberman, Marcia Joan, A.B. (Indiana University), Chicago, Illinois  
 Lunsford, Douglas Lee, B.A. (New Mexico State University), Las Cruces, New Mexico  
 Lybrand, James Austin, IV, A.B. (University of North Carolina), Greensboro, North Carolina  
 Lynch, Gary Grant, B.A. (Syracuse University), Syracuse, New York  
 Maddox, Lola Pearl, B.S. (Illinois State University), Alton, Illinois  
 Mann, Thomas Nelson, B.A. (University of Missouri), Kirkwood, Missouri  
 Martin, Charles George Gordon, A.B. (Occidental College), Glendale, California  
 Martin, William Earle, B.A. (Occidental College), Paradise Valley, Arizona  
 Marusak, Alex Louis, B.A. (University of Dallas), Ph.D. (University of Tennessee), Ennis, Texas  
 Mask, Johnnie William, B.A. (Adelphi University), Corona, New York  
 May, Kenneth Rodney, B.A., M.A. (University of Florida), North Palm Beach, Florida  
 McCulloch, Elizabeth, Bachelor of General Studies (University of Michigan), Ann Arbor, Michigan  
 McDonald, Hugh Ranald, A.B. (University of California), Los Angeles, California

McGuane, Thomas Fitzgerald, A.B. (Dartmouth College), Lowell, Massachusetts  
 McLeod, John Bowman, B.A. (Wofford College), Orangeburg, South Carolina  
 Metzner, Margot Andrea, B.A. (Northwestern University), Madison, Wisconsin  
 Michael, Mark Anthony, B.S. (Providence College), Columbia, South Carolina  
 Mihelich, Jean Marie, B.A. (Macalester College), Hibbing, Minnesota  
 Miller, John Randolph, A.B. (Duke University), Alexandria, Virginia  
 Miller, Thomas Paul, B.A. (New York University), Monticello, New York  
 Moran, Glenn Richard, B.S. (Seton Hall University), Clark, New Jersey  
 Morrison, Francis Henry, A.B. (College of the Holy Cross), Thompsonville, Connecticut  
 Moyer, Linton Lauer, B.A. (Albright College), Wyomissing Hills, Pennsylvania  
 Murrin, John Owen, III, B.A. (University of California at Los Angeles), Long Beach, California  
 Peters, William Lee, B.S. (West Virginia University), M.S. (North Carolina State University),  
 Clarksburg, West Virginia  
 Philion, Norman Joseph, III, A.B. (Indiana University), Palatine, Illinois  
 Pickering, Jay Dee, B.A. (California State College at Los Angeles), Timmonsville, South  
 Carolina  
 Pilo, Barbara, B.A. (University of Rochester), Stewart Manor, New York  
 Pipkin, Ashmead Pringle, B.A. (University of North Carolina), M.B.A. (Harvard Business  
 School), New York, New York  
 Pleitz, James Daniel, B.A. (Baylor University), Pensacola, Florida  
 Prior, Thomas Edwin, A.B. (University of Georgia), Stone Mountain, Georgia  
 Prousis, Danae, B.A. (Northwestern University), Skokie, Illinois  
 Quillen, Michael Clay, B.A. (Vanderbilt University), Cockeville, Tennessee  
 Reifman, William Jay, B.S. (University of Illinois), Skokie, Illinois  
 Richardson, Clinton Dennis, B.A. (Albion College), Rome, Georgia  
 Richey, Thomas Samuel, B.A. (Wesleyan University), Durham, North Carolina  
 Ristine, Thomas Harley, B.A. (Wabash College), Crawfordsville, Indiana  
 Romine, Terry Alan, B.S.E. (Florida Atlantic University), Coral Gables, Florida  
 Sand, David Byron, B.A. (St. Olaf College), Minneapolis, Minnesota  
 Schudde, Lee Gene, B.A. (Cornell University), Tinley Park, Illinois  
 Schwane, Steven Joseph, B.S. (University of Missouri), Ofallan, Missouri  
 Seitz, Douglas Worth, S.B. (Massachusetts Institute of Technology), Cincinnati, Ohio  
 Shane, David Norman, B.A. (Wabash College), Evansville, Indiana  
 Siemer, Richard Clemens, B.A. (University of Illinois), Teutopolis, Illinois  
 Sill, Richard Alvin, B.A. (Occidental College), Northridge, California  
 Simmons, William Patton, B.A. (University of Oklahoma), Muskogee, Oklahoma  
 Skwiercz, Albert Adam, Jr., B.A. (St. Joseph's College), East Chicago, Indiana  
 Smith, Cheryl Paulette, B.A. (Duke University), Cartersville, Georgia  
 Smith, Edward Jerome, B.A. (Clarion State College), M.A. (University of North Carolina),  
 Chapel Hill, North Carolina  
 Smith, Stephan Page, B.A. (Western Kentucky University), Bowling Green, Kentucky  
 Stacy, George Palmer, B.A. (West Virginia University), Charleston, West Virginia  
 Stafford, Samuel Patterson, B.A. (Florida State University), Tallahassee, Florida  
 Stajduhar, Michael William, B.A. (Westminster College), Scottsdale, Arizona  
 Steckmest, Lawrence Dean, B.A. (Stanford University), Stanford, California  
 Tackabery, Neal Edward, B.S. (Northwestern University), Columbia, Maryland  
 Taplin, Norman Eugene, B.B.A. (University of Miami), West Palm Beach, Florida  
 Tietz, Paul Henry, B.S. (University of Pennsylvania), Greenwich, Connecticut  
 Tisdale, Norwood Boyd, A.B., M.A.T. (Duke University), Bloomfield Hills, Michigan  
 Trull, William Jay, Jr., B.S. (University of Tennessee), Asheville, North Carolina  
 Walsh, Michael Steven, B.A. (University of Notre Dame), Indianapolis, Indiana  
 Welch, John Woodland, B.A., M.A. (Brigham Young University), La Canada, California  
 Whiteside, David Powers, B.A. (Stanford University), Birmingham, Alabama  
 Wiechel, David Robert, B.A. (Ohio Wesleyan University), Newark, Ohio  
 Wiesenfeld, David Matthew, B.A. (Florida State University), Jacksonville, Florida  
 Willoughby, Michael Feuger, B.A. (University of Georgia), Savannah, Georgia

### Second-Year Class (Class of 1974)

Adams, Alfred Green, Jr., A.B. (Duke University), Richmond, Virginia  
 Adler, Kenneth Paul, B.A. (University of Rochester), Manhasset, New York  
 Anna, Donald David, A.B. (Colgate University), Boonville, New York

Bailly, John Philip, Jr., B.A. (Ciena College), Albany, New York  
 Ball, Edna Frances, B.A. (Ursinus College), Perkiomenville, Pennsylvania  
 Barco, Susan Elizabeth, B.S. (Allegheny College), Durham, North Carolina  
 Beane, John Calvin, A.B. (University of North Carolina), Durham, North Carolina  
 Beaumier, Robert Gerard, Jr., B.A. (University of Washington), Portland, Oregon  
 Becton, Brenda Carole, B.A. (Duke University), Greensboro, North Carolina  
 Belway, Joel K., B.A. (Pomona College), San Francisco, California  
 Bennett, William Philip, A.B. (Princeton University), Chevy Chase, Maryland  
 Berry, James Nilson, Jr., B.S. (Vanderbilt University), Lexington, Kentucky  
 Binder, Charles Edward, B.A. (Western Michigan University), Kalamazoo, Michigan  
 Black, Thomas Watson, B.A. (University of Kansas), Hiawatha, Kansas  
 Boesch, Philip Wendel, Jr., A.B. (Brown University), Providence, Rhode Island  
 Borchert, William Pomeroy, B.A. (Trinity College), Madison, Connecticut  
 Bracy, Evelyn Cannon, B.A. (Louisiana State University), New Orleans, Louisiana  
 Bremer, John Michael, B.A. (Fordham University), Meriden, Connecticut  
 Brissac, Heinz Juergen, A.B. (Monmouth College), Flossmoor, Illinois  
 Brown, Colin Wegand, B.A. (Williams College), Yonkers, New York  
 Brown, Raymond Francis, B.A. (Centre College), Lexington, Kentucky  
 Buhrmann, David Louis, B.A. (Beloit College), Aurora, Illinois  
 Byers, Joan Herre, B.A. (Emory University), Charlottesville, Virginia  
 Cappel, Tim Ray, B.S. (University of Missouri), Wright City, Missouri  
 Carroll, Candace Mattoon, B.B.A. (George Washington University), Washington, D.C.  
 Chase, Robert Reynolds, A.B. (Dartmouth College), Dennisport, Massachusetts  
 Chernak, Ronald Van, B.B.A. (University of Notre Dame), Flossmoor, Illinois  
 Christie, Robert James, B.A. (University of Michigan), McConnellsville, Ohio  
 Ciompi, Niccolo A., A.B. (Duke University), Durham, North Carolina  
 Cochran, Robert Phillips, B.A. (Centre College), Maysville, Kentucky  
 Cohen, Philip Gary, B.A. (New York University), Bronx, New York  
 Collier, Curtis, B.S. (Tennessee State University), Mariana, Arkansas  
 Conklin, Mary Ann, B.A. (State University of New York at Buffalo) Stony Point, New York  
 Corkery, Ronald Edmund, B.A. (Lehigh University), Allentown, Pennsylvania  
 Corson, Kenneth Somers, B.A. (Dickinson College), Trenton, New Jersey  
 Davidson, Kenneth Harry, A.B. (Duke University), Billings, Montana  
 Decker, John Arland, B.S. (University of Nebraska), Saginaw, Michigan  
 Dempsey, Gordon Bartle, A.B. (Wabash College), Indianapolis, Indiana  
 Dennis, Stephen Neal, B.A. (University of North Carolina), Kensington, Georgia  
 Doores, Larry D., A.B. (Stanford University), Greenwich, Connecticut  
 Drennan, James Clifton, B.A. (Furman University), McCormick, South Carolina  
 Dryer, Raymond Craft, B.A. (Carleton College), Duluth, Minnesota  
 Dunn, Andrew Dexter, B.A. (Columbia University), Swampscott, Massachusetts  
 Dwyer, John Vincent, Jr., A.B. (Boston College), Brighton, Massachusetts  
 Earls, Thomas Andrew, B.A. (Hobart College), Webster, New York  
 Edwards, John Wesley, II, B.A. (Colgate University), Williamsport, Pennsylvania  
 Eller, James Robert, Jr., B.A. (Columbia University), Charlotte, North Carolina  
 Elliott, Stephen Lawrence, A.B. (Stanford University), Roswell, New Mexico  
 Escott, Durant Williams, B.A. (Radcliffe College), Vershire, Vermont  
 Esping, Theodore James, B.S.B.A. (University of Florida), Hobart, Indiana  
 Feiner, Stuart Franklin, B.S. (University of Pennsylvania), New York, New York  
 Ferland, Roger Kennith, B.A. (Louis and Clark College), Phoenix, Arizona  
 Freed, Richard Howard, B.S. (University of Maryland), Silver Spring, Maryland  
 Freeman, Richard Murray, B.A. (Claremont Men's College), Claremont, California  
 Fulton, Fred William, B.S. (Southwest Missouri State College), Springfield, Missouri  
 Gallemore, Johnnie L., Jr., B.A. (Emory College), M.D. (Emory School of Medicine), Perry, Georgia  
 Galloway, Karen Louise, A.B. (East Carolina University), Raleigh, North Carolina  
 Gamble, John Bonner, Jr., B.A. (University of North Carolina), Macon, Georgia  
 Getchell, Earle Duncan, Jr., B.A. (Emory University), Mobile, Alabama  
 Gladson, Neil Stewart, B.A. (University of Washington), Sunnyside, Washington  
 Glass, Richard Casper, B.A. (Duke University), Cranbury, New Jersey  
 Gomberg, Steven William, B.A. (University of Maryland) Silver Spring, Maryland  
 Good, James Garfield, B.A. (University of Maine), East Sebago, Maine

Gostin, Lawrence Ogalthorpe, B.A. (State University College of New York), Brockport, New York

Gregg, Donna Coleman, B.A. (University of Michigan), Port Clinton, Michigan

Gregg, Robert Edgar, B.S. (United States Military Academy), Wyomissing, Pennsylvania

Hamilton, Palmer, B.A. (University of Alabama) Mobile, Alabama

Hanudel, Robert Andrew, B.B.A. (University of Toledo), Toledo, Ohio

Hardin, James Carlisle, B.A. (Wofford College), Rock Hill, South Carolina

Harris, Ellie Glennon, A.B. (Duke University), Washington, D.C.

Harris, James William, A.B. (Princeton University), Atlanta, Georgia

Haufe, Stephen David, B.A. (Carleton College), Bloomfield, Iowa

Healy, William Patrick, B.A. (University of California at Santa Barbara), Torrance, California

Hecht, Allan Spencer, B.A. (College of William and Mary), East Meadow, New York

Henderson, Robert Forest, B.A. (Texas Technical University), Taylor, Texas

Henschel, George Lipman, A.B. (Cornell University), Franconia, New Hampshire

Hillier, David Richard, B.A. (University of the South), Wheaton, Illinois

Hogue, Louis Lynn, B.A. (William Jewell College), M.A. (University of Tennessee), Raleigh, North Carolina

Holshouser, Donna, B.A. (University of Illinois), Urbana, Illinois

Horvath, David Edward, B.S. (Bowling Green State University), Pittsburgh, Pennsylvania

Houghton, Eric Alan, B.A. (University of South Florida), Denedin, Florida

House, Robert Harlan, A.B. (University of Missouri), Aurora, Missouri

Janke, Ronald Robert, B.A. (Wittenburg University), Lima, Ohio

Jernigan, Jerry Wyche, B.A. (Duke University), Greensboro, North Carolina

Kaufman, Mark David, B.A. (Northwestern University), University City, Missouri

Kofman, Robert Tilford, B.A. (Pennsylvania State University), State College, Pennsylvania

Kovacsy, Arpad de, B.S. (United States Military Academy), Lakeview, Oregon

Lassiter, Paul Lendon, B.A. (North Carolina State University), Raleigh, North Carolina

Leister, Craig Douglas, B.S.B.A. (Bowling Green State University), Alliance, Ohio

Lesniak, Edward John, B.S. (DePaul University), Chicago, Illinois

Levin, Jay Jordan, B.A. (Gettysburg College), Baltimore, Maryland

Libby, Gary Wayne, B.A. (University of Maine), Portland, Maine

Locher, James Joseph, A.B. (University of Notre Dame), Monticello, Iowa

Lockett, Mary Ann, B.A. (University of Tennessee), Knoxville, Tennessee

Logie, Donald John, Jr., B.A. (Wesleyan University), Wantaga, New York

Lowden, David William, B.A. (Claremont Men's College), Littleton, California

Lowry, Lawrence B., B.B.A. (Marshall University), New Port Richey, Florida

Mandelkern, Irwin, B.A. (Tulane University), Tallahassee, Florida

Marion, Patricia Hamm, A.B. (Wittenburg University), Baltimore, Maryland

Marquette, Ronald Moore, B.S. (United States Air Force Academy), Colorado Springs, Colorado

Massie, Herb P., B.A. (Haverford College), Laurel, Maryland

McAllister, Kenneth Wayne, B.A. (University of North Carolina), High Point, North Carolina

McDermott, Edward Aloysious, Jr., B.A. (Colgate University), Washington, D.C.

McLain, Susan Lynn, B.A. (University of Pennsylvania), Chestertown, Maryland

McLain, Thomas Elliott, B.A. (Duke University), Overland Park, Kansas

Mercer, Traylor Tullar, A.B. (Dartmouth College), Honolulu, Hawaii

Mertzluft, James William, B.A. (University of Notre Dame), Akron, Ohio

Messmer, Dean Alan, B.A. (Stanford University), Marysville, Washington

Milspaw, Luther Emerson, Jr., B.A. (Duke University), Winston-Salem, North Carolina

Mimms, Carney Wilson, B.A. (Yale University), Bronxville, New York

Moffat, John Roberts, B.A. (Princeton University), Scarsdale, New York

Moise, Philip Harby, B.A. (The Citadel), Sumter, South Carolina

Montgomery, William Page, B.A. (Butler University), Rushville, Indiana

Nilsson, Rand Werner, B.A. (Wabash College), Laurel, Maryland

Norris, Reginald Wade, B.A. (Duke University), Gastonia, North Carolina

North, Kenneth Earl, B.A. (Northern Illinois University), DeKalb, Illinois

Olsen, Rory Robert, B.A. (Loyola University), Chicago, Illinois

Ord, George Parkin, Jr., B.S. (University of Maryland), Pittsburgh, Pennsylvania

Owens, Marcus Sherman, B.A. (Florida State University), Largo, Florida

Parr, Stephen Levis, A.B. (Bucknell University), Wyckoff, New Jersey

Pascal, Christopher Biram, B.A. (Auburn University), Jackson, Mississippi

Payne, Margaret Phyllis, A.B. (University of North Carolina), Winston-Salem, North Carolina  
 Peavey, Michael Pendexter, B.A. (The Citadel), Westfield, Massachusetts  
 Perdue, Christine Hope, A.B. (Oberlin College), Wayne, West Virginia  
 Pierce, Steven Donald, B.A. (Union College), Westfield, Massachusetts  
 Poe, David Russell, B.S. (University of Missouri), Kirkwood, Missouri  
 Powell, Gregory Vincent, B.A. (Providence College), Chevy Chase, Maryland  
 Powell, William George, B.A. (West Virginia University), Parkersburg, West Virginia  
 Rayburn, Charles Richard, B.S. (University of Tennessee), Columbia, Tennessee  
 Redding, Robert Valentine, B.A. (Southwestern at Memphis), Memphis, Tennessee  
 Reemsnyder, Ronald David, B.A. (Mount Union College), Canton, Ohio  
 Richards, Russell Bachman, B.S. (University of Tennessee), Bristol, Tennessee  
 Riddell, Stephen Wayne, B.S. (Bucknell University), Williamsport, Pennsylvania  
 Rosenberg, William Lang, B.A. (University of Pennsylvania), Nashville, Tennessee  
 Rubin, Irwin Neal, B.A. (Franklin and Marshall College), New York, New York  
 Sanders, John Allen, B.A. (Lawrence University), Winona, Minnesota  
 Sandron, Ira, A.B. (Occidental College), Long Beach, California  
 Scheide, Philip Norman, B.A. (Concordia College), Hudson, Wisconsin  
 Schenck, Peter Frederick, B.A. (Dartmouth College), Westmont, New Jersey  
 Schlossberg, Brett Alan, B.A. (Northwestern University), Evansville, Illinois  
 Schriemer, James Allan, B.A. (University of Michigan), Grand Rapids, Michigan  
 Sessoms, Stuart McGuire, Jr., A.B. (University of North Carolina), Durham, North Carolina  
 Sharbaugh, Charles Thomas, B.S. (Pennsylvania State University), Ebensburg, Pennsylvania  
 Shaw, Andrew, B.A. (Duke University), Sarasota, Florida  
 Shelton, Larry Wayne, B.A. (Duke University), Java, Virginia  
 Skoglund, Larry Joseph, B.A. (University of South Dakota), Sioux City, Iowa  
 Sloan, Phil, B.A. (Queens College of the City University of New York), Flushing, New York  
 Smith, Dennis Neil, B.S. (Washington University), Sunset Hills, Missouri  
 Smith, George Cruice, B.A. (Pennsylvania State University), Bryn Mawr, Pennsylvania  
 Smith, Margaret Dianne, B.A. (Furman University), Lenoir, North Carolina  
 Smith, Norman Austin, B.A. (Duke University), Charlotte, North Carolina  
 Sorrells, Alan Terry, B.B.A. (Georgia State University), Atlanta, Georgia  
 Spackman, Randall Proctor, B.A. (Brigham Young University), Cardston, Alberta  
 St. Amant, Joseph Lyle Stanhope, B.A. (Rice University), Hammond, Louisiana  
 Stevens, Thomas Charles, B.A. (State University of New York at Buffalo), Skaneateles, New York  
 Studzinski, Edward Alfred, B.A. (Boston College), Peabody, Massachusetts  
 Sweeney, Paula Ann, A.B. (Mt. Holyoke College), Norwich, Connecticut  
 Tally, John Cowles, A.B. (University of North Carolina), Fayetteville, North Carolina  
 Teller, Richard Eric, B.A. (Tulane University), Great Neck, New York  
 Tice, Michael Charles, A.B. (Princeton University), Tice, Florida  
 Van Wagoner, Mark Owen, B.A. (Brigham Young University), Herber, Utah  
 Vernet, Jean Ellen, Jr., B.A. (Michigan State University), Hershey, Pennsylvania  
 Wallis, Donald Wills, B.A. (Duke University), Wyckoff, New Jersey  
 Wardle, Lynn Dennis, B.A. (Brigham Young University), San Bernardino, California  
 Webster, Peter David, B.S.F.S. (Georgetown University), Ashland, Massachusetts  
 White, Clair Fox, A.B. (Duke University), Atlanta, Georgia  
 Williams, Thomas Albert, B.A. (Whitman College), Walla Walla, Washington  
 Williams, Tommy Joe, B.S. (Arizona State University), Tempe, Arizona  
 Wilson, Mary Jean, B.A. (Bryn Mawr College), Winnetka, Illinois  
 Winland, Thomas William, B.S. (Ohio State University), Zanesfield, Ohio  
 Yasser, Raymond Lawrence, B.A. (University of Delaware), Plainview, New York  
 Zimring, Jonathan Alan, B.A. (State University of New York at Buffalo), Bayside, New York  
 Zwenig, Frances Anne, A.B. (College of William and Mary), Arlington, Virginia

### Third-Year Class (Class of 1973)

Agee, William Henry, B.S. (University of Alabama), Pine Hill, Alabama  
 Albright, Stuart Alan, B.S. (University of North Carolina), Gastonia, North Carolina  
 Armstrong, Kenny Washington, B.S. (Tennessee State University), Atoka, Tennessee  
 Avery, William Harlow, B.B.A. (Southern Methodist University), Pecos, Texas  
 Axam, Tony L., B.A. (Duke University), Atlanta, Georgia  
 Barty, Lawrence James, B.A. (Florida State University), Miami, Florida

Bayliss, William Heywang, B.S. (Harvard College), Kalamazoo, Michigan  
 Biddlecome, George Webster, B.A. (Wittenburg University), Columbus, Ohio  
 Black, John Sheldon, B.A. (Colorado College), Columbus, Missouri  
 Blue, Daniel Terry, Jr., B.S. (North Carolina Central University), Baltimore, Maryland  
 Boyd, Robert William, B.A. (Alma College), Midland, Michigan  
 Bradford, Dana Gibson, II, B.A. (University of Florida), Sebring, Florida  
 Bretz, Leslie Smith, A.B. (Pomona College), Durham, North Carolina  
 Brobst, Donald Hess, B.A. (Gettysburg College), Shickshinny, Pennsylvania  
 Brody, Raymond Daniel, B.A. (University of Pennsylvania), Nas Quonset Point, Rhode Island  
 Brown, Charles Manley, Jr., B.A. (Brigham Young University), Monticello, Utah  
 Browning, Jackson Boylston, Jr., B.S. (Duke University), Scarsdale, New York  
 Burns, Byron Bernard, Jr., B.A. (Furman University), Greenwood, South Carolina  
 Burns, Donald Allen, B.A. (Michigan State University), Lansing, Michigan  
 Calaway, Richard Boggs, B.A. (University of Arkansas), Batesville, Arkansas  
 Cardman, Philip Neil, B.A. (Washington University), Pelham, New York  
 Carney, John Richard, B.A. (Olivet College), Olivet, Michigan  
 Chewning, Richard Lee, B.A. (Concordia College), Blue Earth, Minnesota  
 Ciccarone, Michael Joseph, A.B. (Youngstown State University), Warren, Ohio  
 Cooper, James Murrel, B.A. (University of Omaha), Aiea, Hawaii  
 Corvette, Theodore Edward, Jr., A.B. (University of Delaware), Myrtle Beach, South Carolina  
 Crane, Peter Geoffrey, A.B. (Harvard College), Washington, D.C.  
 Craska, Roger Edward, B.A. (University of Notre Dame), Pittsburgh, Pennsylvania  
 Crouch, John Edgell, B.A. (Dartmouth College), Gardner, Massachusetts  
 Cureton, Kenneth Allison, A.B. (Duke University), Anderson, South Carolina  
 Dellinger, Anne Maxwell, B.A. (University of North Carolina), M.A. (Tulane University), Durham, North Carolina  
 Dickson, Kenneth Clare, B.A. (University of Kansas), Topeka, Kansas  
 Dietz, Robert Allen, B.S. (Lehigh University), Huntington, New York  
 Drutchas, Gregory Gilbert, B.A. (University of Michigan), Birmingham, Michigan  
 Dudley, Stewart Ray, B.A. (University of Alabama), Birmingham, Alabama  
 Economou, Deno George, A.B. (Davidson College), Charlotte, North Carolina  
 Eitheim, Anthony Carl, B.A. (Carleton College), Northfield, Minnesota  
 Ellis, Ronald David, A.B. (University of California at Los Angeles), Palm Desert, California  
 Fahey, William Thomas, B.B.A. (University of Notre Dame), Weirton, West Virginia  
 Farmer, Duncan Joseph, A.B. (Catholic University of America), Brentwood, New York  
 Fitzgerald, Donald James, A.B. (University of North Carolina), Bowie, Maryland  
 FitzGerald, E. Cole, III, A.B. (College of the Holy Cross), Newburyport, Massachusetts  
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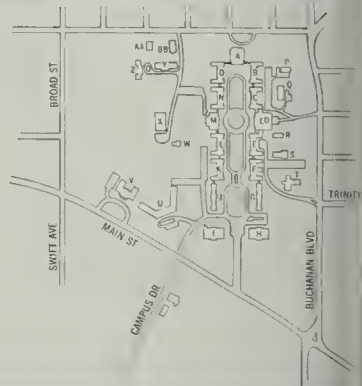
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# MAP OF DUKE UNIVERSITY

## East Campus

- |   |                         |    |                      |
|---|-------------------------|----|----------------------|
| A | Baldwin Auditorium      | O  | Pegram House         |
| B | Bassett House           | P  | Ouke Press           |
| C | Brown House             | Q  | Infirmary            |
| O | Union Building          | R  | Ark                  |
| E | Faculty Apartments      | S  | Crowell Building     |
| F | Art Museum, Geology     | T  | Epworth Inn          |
| G | Aycock House            | U  | Gilbert Addoms House |
| H | East Ouke Building      | V  | Southgate Hall       |
| I | West Ouke Building      | W  | Campus Center        |
| J | Jarvis House            | X  | Woman's College      |
| K | Carr Building           |    | Gymnasium            |
| L | Giles House             | Y  | Asbury Building      |
| M | Woman's College Library | Z  | Bivins Building      |
| N | Alsphaugh House         | AA | Art Building         |
|   |                         | BB | Branson Building     |



## West Campus

- |   |                        |   |                        |   |                    |    |                     |
|---|------------------------|---|------------------------|---|--------------------|----|---------------------|
| A | Ouke Chapel            | H | Hospital Main Entrance | O | Craven Quadrangle  | V  | Card Gymnasium      |
| B | Owinty School          | I | Gerontology, O & T,    | P | Wannamaker Hall    | W  | Indoor Stadium      |
| C | Gray Building          | J | Clinical Research      | Q | Crowell Quadrangle | X  | School of Law       |
| O | Perkins Library        | J | Ouke Hospital          | R | Clock Tower Court  | Y  | Gross Chemical Labo |
| E | Language Center        | K | Sociology, Psychology  | S | Kilgo Quadrangle   | Z  | Biological Sciences |
| F | Old Chemistry Building | L | Social Sciences        | T | Union Building     | AA | Plant Environment   |
| G | Oavison Building       | M | Allen Building         | U | Flowers Building   |    | Laboratory          |
|   | School of Medicine     | N | Few Quadrangle         |   | Page Auditorium    | BB | Physics Building    |

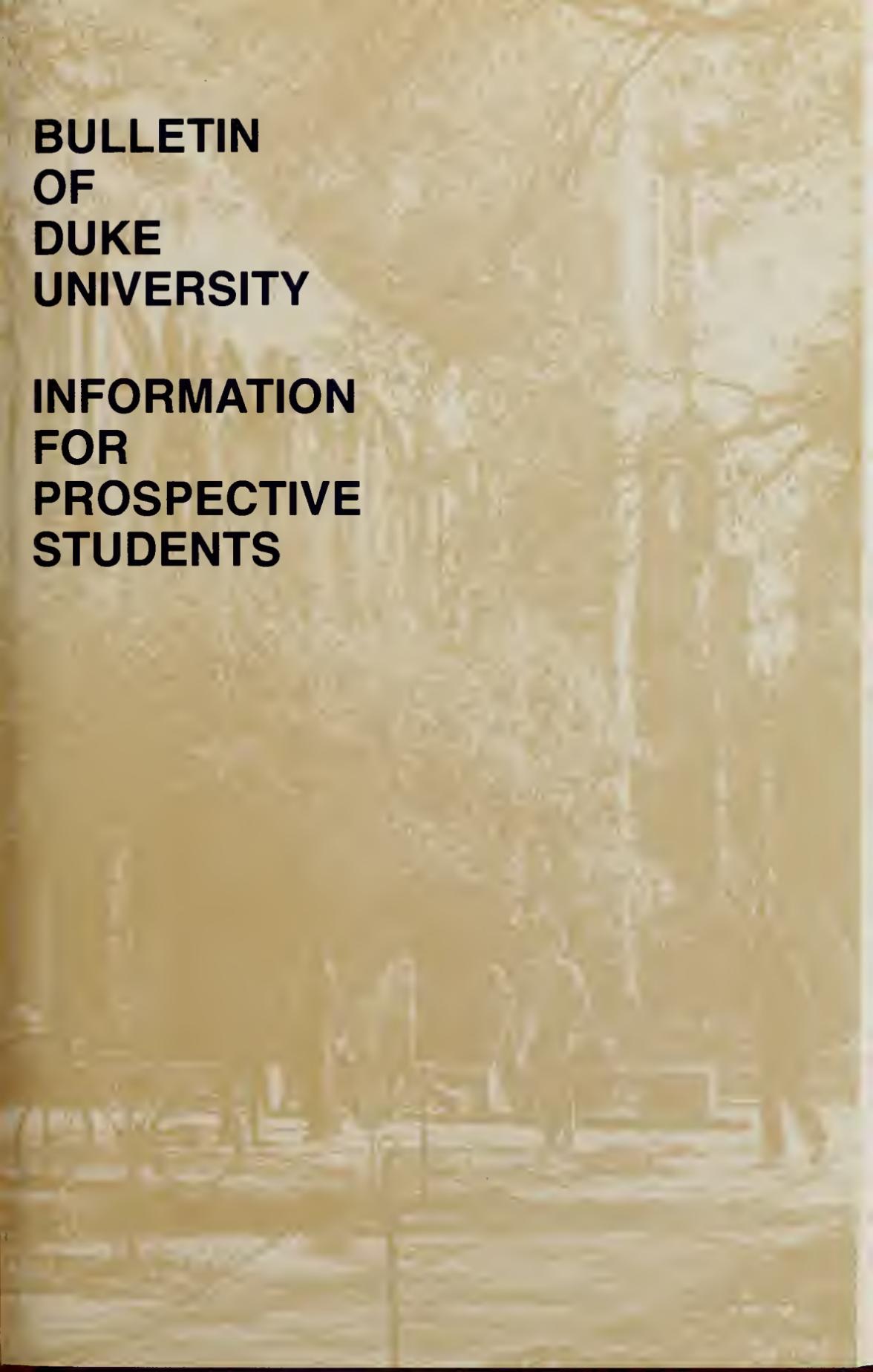


- |    |                       |    |                         |
|----|-----------------------|----|-------------------------|
| CC | Nuclear Laboratory    | GG | Nanahine H. Ouke Med    |
| OO | School of Engineering | HH | Warehouse, Shop         |
| EE | Army Research         | II | Bell Building           |
| FF | Medical Center Resear | JJ | Hanes House             |
|    | Buildings             |    | School of Nursing       |
| KK | Hanes House Annex     | LL | Pickens Rehabilitation  |
| MM | Graduate Center       |    | Center                  |
| NN | Alumni House          | PP | Personnel Office        |
| OO | Commonwealth-Stude    | QQ | International House     |
|    | Center                | RR | Personnel Office        |
| SS | Education Improvement |    | Program                 |
|    | Program               | TT | A Better Chance Prog    |
|    |                       |    | International Studies   |
|    |                       |    | Center                  |
| UU | Campus Stores Office  | VV | Office of Institutional |
|    |                       |    | Advancement             |
| WW | Information Services  | XX | Admissions Office       |
|    | Visitors Bureau       | YY | Edens Quadrangle        |
| ZZ | Wade Stadium          |    |                         |



BULLETIN OF DUKE UNIVERSITY  
The School of Law

*Vol. 45 No. 10 June 1973*

The background of the page is a sepia-toned photograph of a university campus. It shows a wide path or lawn with several tall, leafy trees. In the lower part of the image, a group of people, likely students, are walking or standing. The overall tone is warm and historical.

**BULLETIN  
OF  
DUKE  
UNIVERSITY**

**INFORMATION  
FOR  
PROSPECTIVE  
STUDENTS**

"Look at the aerial views and maps of the Duke campus. Yes, there are beautiful quadrangles to give us a sense of identity and belonging, sunny gardens to play in, forests to escape to, libraries and labs to feed our curiosities. But what don't you see? Mr. Price is right. You don't see any air pollution here. Neither do you see any other signs that there are problems—serious problems—facing our society. Cloisters and forests can be dangerous if they are allowed to become an incubator."

"Duke is an excellent place to come to know yourself and to learn to live with yourself. May I suggest, however, that if you decide on Duke, you make the constant effort not to let yourself become an intellectual, self-reflecting hermit. Don't interpret that wall which runs around the campus as something which separates you and protects you from the lives and events beyond it."

# BULLETIN OF DUKE UNIVERSITY

## INFORMATION FOR PROSPECTIVE STUDENTS

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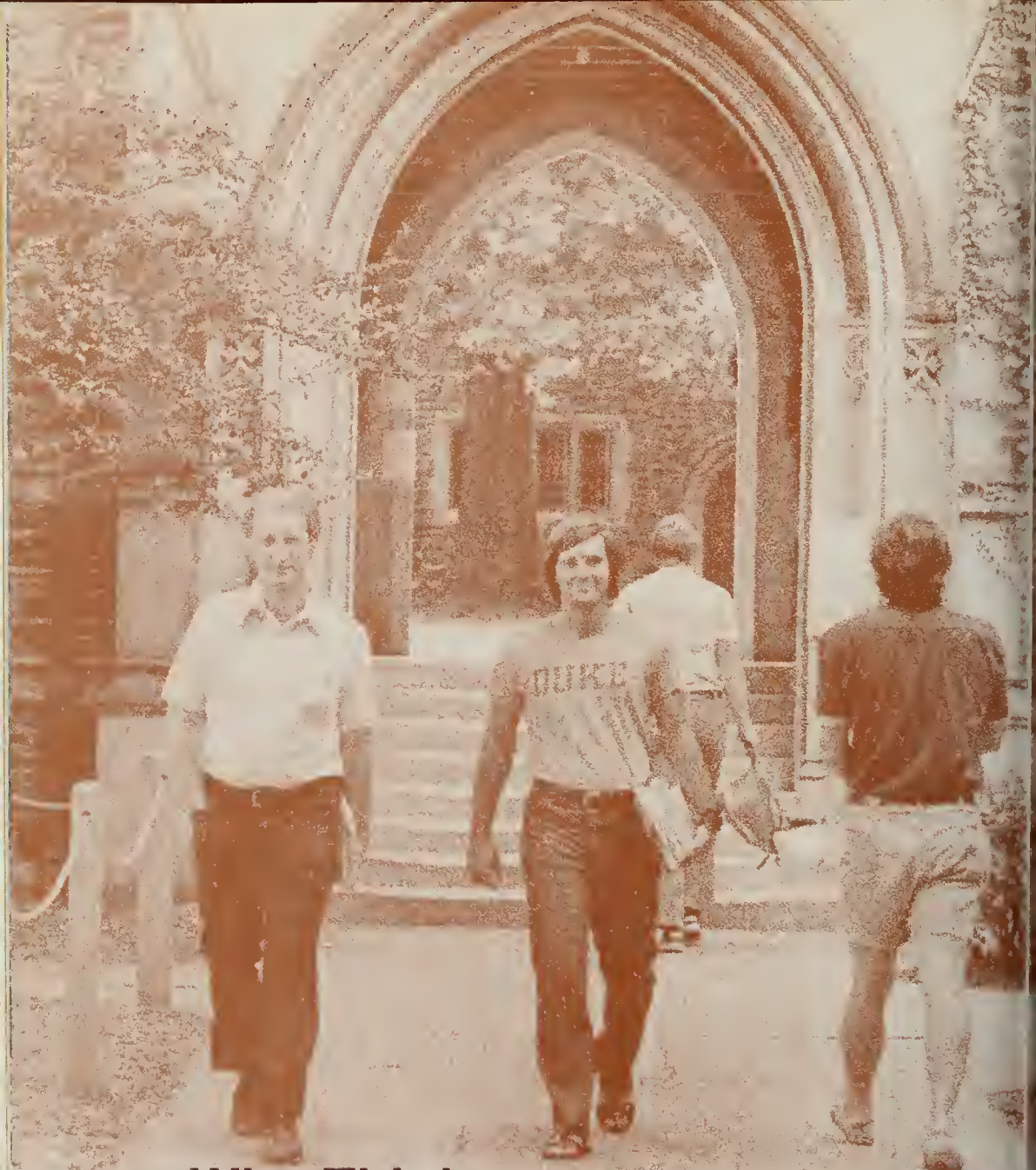
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# **Why Think of College at All?**

## **Why Duke?**

by Reynolds Price

Reynolds Price, Duke alumnus in the Class of 1955, novelist and writer of short stories, is a professor of English. In 1962 his novel *A Long and Happy Life* won the William Faulkner Prize for a notable first work.

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*"'I don't know enough yet—about the world, myself, others, least of all God—to want to begin my free life just now. . . .'"*

Why go on to college at all? Presumably, you're seventeen or eighteen years old. That means you have probably lived one-fourth of your life by now and are no longer pleading "Youth!" as an excuse for your errors or thoughtlessness. (You know who I mean—"I'm only eighteen; how was I supposed to know?" The answer is "Through your eyes and head; you've had twenty-five percent of your life to learn in.") So by now, you'll have asked yourself that question in many forms—why go to college?

The simplest answer—now, in America—is "Why not? My friends are going. It's the next thing to do. My parents want it. Future employers demand it. It's a temporary detour from Army, the Hard World, Jobs, Marriage (though I've heard college doubles as a marriage-broker). What else would I do?"—For one thing, you might do what most of the human race has done and still does long before age eighteen—leave home and begin your free life, for which you must work.

But of course there are far more serious answers. "I don't know enough yet—about the world, myself, others, least of all God—to want to begin my free life just now. If I tried, I'd have slim hopes of being free. I'd be bound and trapped by all I didn't know and, worst of all, by what I didn't know I didn't know. These four years of college are the time my society—like it or not, it's stronger than me and has the power to paralyze me in misery—has agreed to allow me for final preparations."

—Preparations for what? That's the next question and it goes down deeply.—For this "free life" I've mentioned, in the "real world"? You can't prophesy the life you're going to have, the world you'll meet; so how can you prepare for a succession of mysteries?—You have to guess at what those mysteries will be; and unless you're psychic, you



can only begin to guess at the future by examining and understanding the past—your own, your race's, the past of the universe. And you have to guess at who will accompany you through your life—your parents partway, your wife or husband, children, friends, colleagues, your unavoidable enemies. The only prior certainties are these—that you'll *have* your life (some sort of life) till the moment you die and that you yourself will be your one permanent inescapable companion through every moment until the last.

So I would suggest that the simplest, truest answer to “Why go to college?” is implied in the need to meet and deal with those two certainties. You go to college to continue your education—for the last years of your life which are likely to be free of heavy social burdens and therefore available to you as time in which to concentrate. You'll say I'm talking circles—what is “education”?

You know its etymology, from Latin—*e-ducere*, to lead out or draw out. But draw what out of what?—to draw yourself out of your physical and emotional childhood. To draw your own innate and acquired qualities of character and skill out of their confining fat of natural ignorance, laziness, self-destruction. To draw out of yourself, teachers, friends, and books the strengths you will need to live your life.

“Why bother?” you might say—“Most human beings have lived their lives with the barest minimum of formal education; most in fact with none at all.”

I'd say, “Right, and most lives have been miserable. You're going to have your life—unless you choose to stop it—so you'd better discover as soon as possible *how* to have it, what matters in it.” Lord Salisbury, Victoria's prime minister, once said when asked if he didn't think it mattered greatly for someone to do thus and so—“Nothing

*"To draw your own innate and acquired qualities of character and skill out of their confining fat of natural ignorance, laziness, self-destruction. . . ."*

matters very much and few things matter at all." The remark may shock you, as it still does me every time I hear it; but it says nothing new. It seems at first to share the weariness of Marcus Aurelius, the easy disillusionment of *Ecclesiastes*, the *Rubaiyat* and a billion adolescent diaries—Vanity of vanities, all is vanity. But that's not what Salisbury said (though he might, having presided for years over the largest empire in the history of the world)—not "*All is vanity*" or "*Nothing matters*" but "*Nothing matters very much and few things matter at all.*"

What few things? I'd suggest that another bout of serious education is your last chance of finding out some of those things at least (and the ways to pursue them or live in their presence or absence if need be) before having to discover them all by the primeval and appallingly wasteful method of surprise and experience—life-between-the-eyes, with no fair warning and no advance knowledge of preventives or cures.

One of the things which will matter greatly, in your life and the lives of those close to you, is the work you choose to do. There's a lot of sneering and wincing lately at what's called the Puritan or Protestant Work Ethic; the ethic which, we're told "made America great"—"*Work for the night is coming . . . The Devil finds work for idle hands . . . A man's work is his truest worship.*" In short, many young people now deride an ethic which has come to see virtue in *busy-ness*, whatever the nature or aim of the business, war or peace, good or bad. And no man of good sense would try to deny that the old Judeo-Christian ethic has degenerated on many sides into the cynical, near-hysterical pursuit of money and power-for-the-sake-of-power. But to recognize decay in a concept is not to demand its abandonment, rather its



repair—provided that the decay is not inherent in the concept itself, in some innate falsity or in its inappropriateness to present conditions. *Work* in the sense of daily effort at a job—work as labor—may be rapidly doomed for increasing numbers of men by automation, prosperity, governmental support. The fact remains however that we have our lives—say seventy years—and we have to get through them, some 25,690 days at twenty-four hours each, two-thirds of them conscious. And until medicine has developed far more sophisticated tranquilizers or methods of genetic manipulation or mind-control, we're going to have to find our own ways to pass, to endure, that time and the disciplines and techniques for passing it, if not usefully and happily at least harmlessly.

Until that day of universal leisure and the understanding of the uses of leisure, I'd suggest that your work can be your most reliable life-companion, your safest hope of freeing yourself.—Freeing yourself from what? First, from physical want—hunger, cold, disease. Then from other human beings, especially those you love. This is not to claim that you'd wish to abandon the duties of love toward your family and friends; it is to claim that only through your own early discovery of, cultivation of, some absorbing work—laying roads, exploring space, writing novels—will you have much chance to free yourself, not from love but from the crippling emotional dependence upon other human beings which poisons anyone who has nothing in his life upon which he can rely which promises to be more permanent than other people. A craft, a skill can—given good health—last you all your life. Very few friends, wives, sons, daughters can prove as enduring however much they wish to. Then last, work can free you from yourself; for your *self* will remain true longest of all. All your weak-

*"I mean formal education, conducted within an academic community, established however humanly and therefore imperfectly, maddeningly. . . ."*

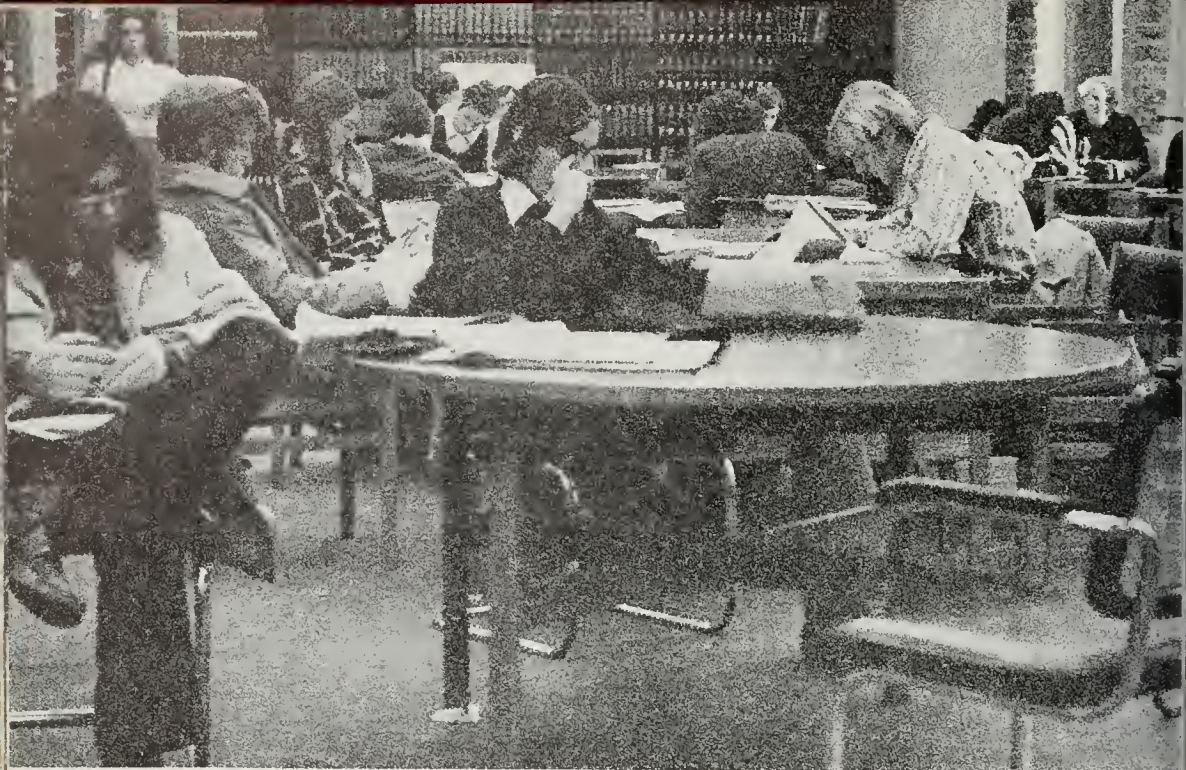
nesses will court you to your grave; and only a daily commitment to some work which will demand from you full exercise of your strongest self can free you from them.

Then I'd suggest that a full definition of *education*—for now at least—might go like this: Education is the process by which a man or woman discovers, as early as possible in his brief life, the nature and duties of the work which he desires and needs and is fitted to do and the means of doing it.

Am I speaking of *formal* education?—the sixteen to nineteen years of school and college you're likely to experience?—or, more broadly, of a private search and process conducted on your own? I mean *formal* education, conducted within an academic community, established however humanly and therefore imperfectly, maddeningly. Why so limiting?—Because not one man in fifty thousand has the resources of curiosity, concentration, self-control and stamina to lead himself, unassisted and unregulated, through the disciplines of even a minimal education.

If I assume that you've accompanied me this far, then I can hope that you won't think I'm producing—with a sly *Ah-ha!*—a rabbit from my hat when I say that your next question might be, "Why think of Duke?" Presumably you've already asked the question or you wouldn't be reading this pamphlet.

Leaving aside personal loyalties (that I was an undergraduate at Duke, that I returned to Duke to teach and have found it a good place for writing fiction), my first and also final answer would be—because Duke is almost certainly as good a university as you are a man or woman. By which I mean that, provided any special interest of yours is dealt with at Duke, its major resources will match your needs and



abilities and will test your character and stamina, your determination to do serious work, to have a free and serious life.

—Not every resource now—apart from equipment, Duke consists of human beings (a loose collection of ten thousand students, faculty, administrators, staff); and you would be faced often with the fact that such an institution is subject at every turn to failures in the competence and character of each member. But where will you not be faced with that fact, that particular frustration?—in a smaller college? A smaller college consists of fewer people—that much is sure, if that's a comfort; most universities consist of tens of thousands more—but a smaller college also contains fewer of the resources in which Duke is well-stocked.

I'd suggest that the major resources of Duke—and your heaviest reasons for considering it—are these (and in this debatable order):

- a library whose two million books and four million manuscripts place it among the first eighteen university libraries in America.
- a curriculum providing great fluidity of individual speed, intensity and independence within the bounds of responsible good sense.
- a total faculty of more than one thousand, some five hundred of whom work with undergraduate students (a faculty-student ratio then of one to ten), a number of whom are distinguished scholars and some of whom are well-known on campus (ask any student) for the excellence of their classroom efforts and their concern with serious student interests.
- an undergraduate student body of about five thousand which contains an unusually high and growing proportion of excellently informed men and women engaged in their own work.

*"... provided any special interest of yours is dealt with at Duke, its major resources will match your needs and abilities and will test your character and stamina, your determination to do serious work, to have a free and serious life. . . ."*

— then, the place. Not so much the famous neo-Gothic and Georgian quads as the huge green setting. The campus is set in some eight thousand acres of thick pine forest, granite bluffs, creeks, rivers. Walk twenty minutes—or drive for five—and you're deep in woods. Clear air, clean light, silence, animals, arrowheads. Unprettified wilderness, available to you. If that doesn't seem a "major resource" for your education, you'd probably be happier at Columbia or N.Y.U. under blankets of soot.

There are many other assets—and liabilities—but my suggestion after more than fifteen years of exposure to the place, man and boy, is that if you are an American of undergraduate age who seriously wants to continue an education (as broadly defined above), who finds your special subject offered at Duke and is prepared to work within the general frame of a liberal curriculum at a private institution (which would imply that you have few delusions about the paradisaical nature of institutions or the ease of changing them), then you won't find ten more possible places—more resourceful and better located for work. Make it five. Or eight—that's only a game. The real question now, I'd think, is about you.



## The University

The "eight thousand acres of thick pine forest, granite bluffs, creeks, rivers" which provide the setting for Reynolds Price's essay rest in Durham, North Carolina, a growing city of almost 100,000 residents located approximately 250 miles south of Washington, D. C.

Gothic quadrangles on the University's West Campus are bounded on the one side by the Sarah P. Duke Gardens and on the other by a complex of modern laboratory facilities. University buildings and homes line the mile-long private drive leading to the East Campus, Georgian in its architecture and the site of early Trinity College. When James B. Duke granted his Indenture of Trust transforming college to university in 1924, coordinate liberal arts colleges for men and women were established on the West and East Campuses, and provision was made for programs in engineering and nursing. In September 1972, almost 50 years later, the two

"Duke may have its roots in the old Trinity College, but it's still surprisingly young as a University. It's hard to believe that a group of individuals could conceive a University, set out to build it, and then witness its coming of age."

liberal arts colleges merged, and three divisions now comprise the undergraduate student body—Trinity College of Arts and Sciences, the School of Engineering, and the School of Nursing. Frequent, free bus transportation brings together the dormitories, libraries, dining facilities, and classroom buildings on both campuses and reinforces the unity of the two campuses.

University resources bring direct and indirect benefits to campus and community alike. The Graduate School, the professional schools of Law, Medicine, Divinity, Forestry, and Business Administration, and an internationally known medical center have an impact that is felt far beyond the limits of the Duke campus.

- Primary among Duke's assets is a library collection which stands high among the most noteworthy in the nation. Two million volumes and four million manuscripts in open stack collections on both campuses assure the undergraduate and graduate student alike of source material of breadth and depth sufficient to further the most detailed research. Beyond the general facilities available to all students, however, the special needs of undergraduates are served by spacious and comfortable study areas with ready

access to volumes reserved by professors for undergraduate courses, and a special browsing library expected to contain 50,000 volumes of general and contemporary interest. A handsomely furnished Rare Book Room is the University's repository for its valuable collection of more than 30,000 rare books and manuscripts, including nearly all printed first editions of Frost, Byron, Whitman, and George Eliot. Through a reciprocal agreement, the libraries of the University of North Carolina, North Carolina Central University, and North Carolina State University are also open to Duke students.

- The modern Paul M. Gross Chemical Laboratory, believed to be the best equipped of its kind, further illustrates the University's efforts to enhance faculty and student research. A Regional Nuclear Structure Laboratory, one of the most advanced nuclear facilities in the nation, joins the two Van de Graaff accelerators already on the campus. The hyperbaric unit at the Duke University Medical Center is widely recognized for its use in the application of atmospheric pressure in experiments and delicate surgical procedures. A phytotron, one of two in the Southeast, allows duplication of environmental conditions anywhere in the world.



- Duke's long-term interest and involvement in marine science takes shape in its research facility at Beaufort, North Carolina, the home of the University's fully equipped, 118-foot *R/V Eastward*, the first ship in the United States designed specifically for research in biological oceanography. An interdisciplinary spring semester program at Beaufort is available to undergraduates.

- A resource new to the University is the Institute for Policy Sciences and Public Affairs, which brings the experience of the University community to bear on the analysis of both existing public policies and the institutions which administer them. It serves as a framework in which students and faculty from many disciplines work together in problem-oriented research and teaching. An undergraduate major in Public Policy Studies is described in the section of this bulletin entitled Areas of Study.

- Organized research, of course, need not be limited to the laboratory. The Center for the Study of Aging and Human Development, the Rule of Law Research Center, and the Center for Commonwealth Studies are all active in research, publishing, and graduate education.

Whatever the discipline, undergraduates reaching advanced levels of study enjoy faculty support and assistance in pursuing research involving the use of the most sophisticated facilities, thought by many to be solely within the realm of the graduate student.

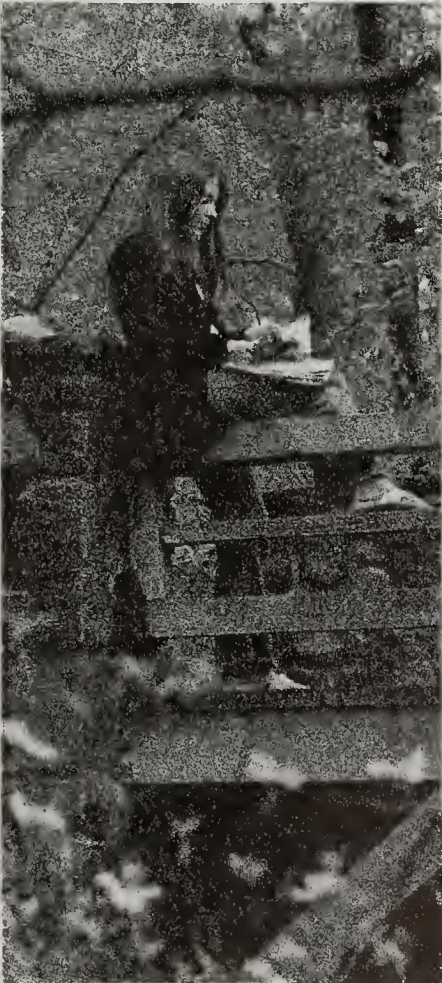
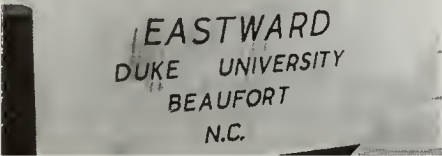
- The Research Triangle, a term which for years has described the area delineated by Durham, Raleigh, and Chapel Hill, is also a unique foundation and institute which draws upon the resources both of private enterprise and of the three major area universities which make possible its existence. Work in the Research Triangle over the past ten years has embraced virtually all the technical and social disciplines, ranging from the establishment of a university and government consortium on air pollution control to the Triangle Universities Computation Center, one of the largest information processing centers of its kind in the United States.

- The art museum on the East Campus houses the University's permanent col-

lections as well as those on loan from individuals and museums around the world. It is perhaps best known for the Brummer collection, a treasure of sculpture and decorative arts of the Middle Ages and Renaissance.

• Finally, the serenity and beauty of the Sarah P. Duke Gardens, spanning fifteen acres in the heart of the campus, provide year-round pleasure to visitors and members of the Duke community while serving the Botany Department as laboratories illustrating the types of plants indigenous to the area. An open, grassy expanse in the gardens is often a spot for open-air concerts, as well as for informal gatherings of students.

At the most fundamental level, however, it has always been the men and women—faculty and students—who have provided the University's greatest wealth. From its earliest beginnings as Brown's Schoolhouse in 1838 to the institution as we know it today, Duke University has drawn to its midst men and women of imagination, courage, and intellectual achievement.





## The Classroom and Beyond

Education is the effort, in the words of Reynolds Price, "to draw yourself out of your physical and emotional childhood. To draw your own innate acquired qualities of character and skill out of their confining fat of natural ignorance, laziness, self-destruction. To draw out of yourself, teachers, friends, and books the strengths you will need to live your life."

Duke's size and resources put it in an unusually strong position to fulfill this concept of education, for the moderate size of the undergraduate colleges promotes flexibility and community, while the larger surrounding university provides a depth of human and physical resources which no college alone can achieve. Men and women

"Durham is neither small college town nor large metropolis, but it contains important elements of both. The social and economic diversity that lies beyond the walls of the campus provides ample ground for real-world application of classroom principles."

come to Duke with diverse backgrounds and intellectual persuasions. Each, however, can find in the University the combination of qualities which best leads to the fulfillment of his individual goals.

## The Academic Setting

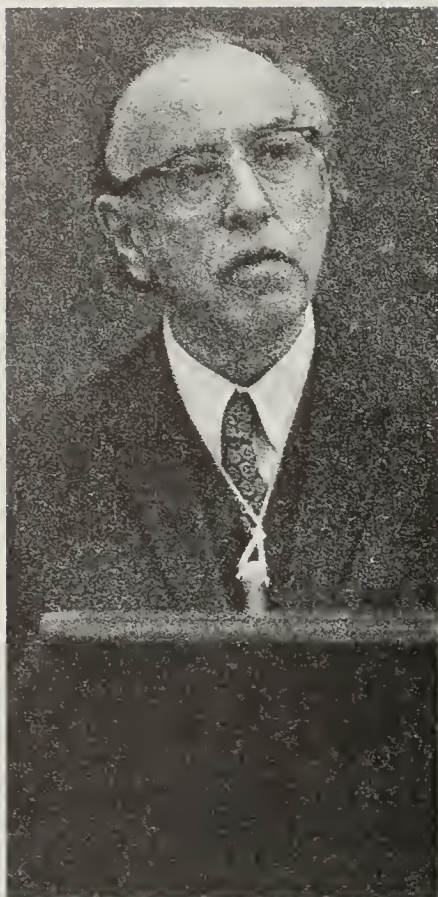
The curricula provide learning experiences which allow diversity within the structure of intellectual discipline. A student in the liberal arts may major in a single department or concentrate his work in several related departments. He may seek acceptance into Program II and pursue an entire study plan of his own devising. House courses, independent study, internships, and study abroad expand for all students the possibilities of the academic experience. In short, specific requirements are few, and there is no set formula which each Duke student must follow; he plans his own course of study, in consultation with his adviser, according to the general guidelines established by the University.

Although Trinity College of Arts and Sciences and the Schools of Engineering and Nursing exist for distinct educational purposes, the importance of

the liberal arts is acknowledged and encouraged by the professional schools, and liberal arts students are able to supplement their work with elective courses in Engineering and Nursing. Students interested in one division would be well-advised to explore the opportunities in all three.

**Advisers** play an important role in the eventual success of a student's plan of study. A number of faculty members agree to serve each year not only as academic advisers for freshmen and departmental advisers for upperclassmen, but also as faculty associates involved informally with the academic and non-academic life of the various living groups. Students may also turn to departmental directors of undergraduate studies, supervisors of freshman instruction, and the academic deans of the colleges.

**Study abroad**, as part of an academic program leading to a college degree, must be a serious intellectual experience comparable in substance and quality to more traditional aspects of college work. It is undertaken either through Duke-sponsored programs, through comparable programs sponsored by other American colleges or universities, or through arrangements which have been made by individual



students directly with foreign universities. An adviser on study abroad provides current information on plans for Duke students and assists individuals or groups in planning new programs.

Rather than sponsoring an on-going structured program of foreign studies for undergraduates, Duke emphasizes the flexibility necessary to meet the interests of small groups of students and faculty when the need arises. As an example, a group of students interested in music initiated a proposal for a semester of study in Vienna in the spring of 1973. An archaeological dig in Israel has provided the substance for a Biblical studies course in archaeological investigation. Students of English literature may apply to participate in a year-long exchange program with the University of Warwick in England. Other groups of students and faculty have studied in Spain, France, Italy, and Germany. In all these programs the students enroll at Duke and pay the appropriate summer term or semester tuition.

**Professional school preparation** does not require students to forsake other academic interests. Undergraduates planning to enter medical school, for instance, are not "pre-med" majors. Instead, a pre-medical adviser assists them in devising course schedules





which accommodate not only the traditional courses recommended by medical schools but their own major interests as well.

Rising seniors who have been accepted to Duke's Schools of Forestry, Law, or Medicine following their junior year may petition to earn the bachelor's degree in combination with the Master of Forestry, the Juris Doctor, or the Doctor of Medicine degrees. Such plans depend on the student's admission to the desired professional school, his ability to complete certain liberal arts requirements within the first three years, and his performance in the professional school.

**Advanced Placement** may be arranged on the basis of the Advanced Placement Examinations and Achievement Tests of the College Entrance Examination Board. Only the Advanced Placement Examinations may lead to credit toward graduation for the course or courses omitted. In most cases, a score of 4 or 5 on an Advanced Placement Examination will earn degree credit, and a score of 3 will merit conditional credit. Acceptance of a score, however, is ultimately at the discretion of the department involved.

A required one-semester course in English composition may be waived for students who attain a score of 700 on the College Board English Composition Achievement Test.

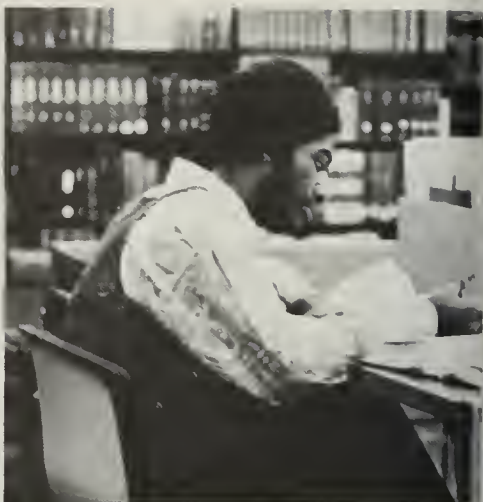




## TRINITY COLLEGE OF ARTS AND SCIENCES

Trinity College of Arts and Sciences, the largest of the undergraduate divisions, serves approximately 4,500 undergraduate men and women. Program I, the curricular plan chosen by most students, establishes a framework of study which includes work in the natural sciences and mathematics, social sciences, and the humanities. Students pursue the requirements for a major in one of these areas, undertake advanced study to a moderate degree in a second division, and elect at least two courses within the remaining division.

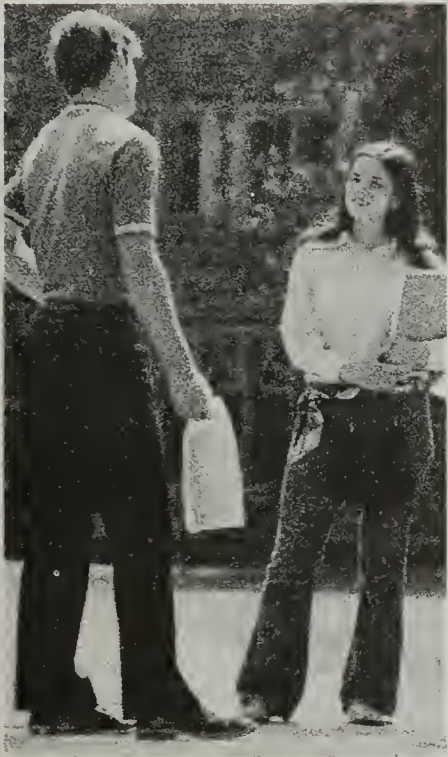
Such interdisciplinary programs as public policy studies, comparative literature, and comparative area studies in Africa, Asia, and Latin America provide an alternative for some to the departmental major. Others seek departmental approval for individually designed programs in two or more departments. Experience in seminars and tutorials, and in class-connected discussion groups and preceptorials, is guaranteed all students in the freshman and sophomore years. Advanced seminars and independent study are aspects of the work of the junior and senior years. It is the University's clear design that no student can pass idly through the University on the back row, an anonymous and shady figure appearing only in a grade book.



Program II exists for the student whose interests and talents are so highly refined that they cannot be satisfied even by the flexibility offered under Program I. With the counsel and approval of a single department and a University Program II committee, the student has the opportunity to formulate with his adviser a plan of work adapted to his own special needs. He and his adviser assess his background and ambitions and together evaluate the resources in the University and outside it as a means of satisfying those ambitions. Once he is accepted into the program, the student is released from most of the academic requirements in the standard curriculum.

Fields of study in Program II are endless. Topics have included such areas as Appalachian Cultural Studies, Twentieth Century Musical Composition and Conducting, Topics in Plant Physiology, and the Political Implications of Contemporary Christian Thought. Normally, a student will design his plan of work after he has been at Duke at least one semester. Transfers or freshmen who hope to qualify for program II may, however, write their deans before matriculation and provide a statement of qualifications and plans as a prospective Program II student. Applicants to the University may present a preliminary proposal for the Admissions Office to transmit to the committee for tentative review and comment.

"You can expect some academic pressure here, and in some disciplines, a great deal of it. You can become a grade-grubber, or, by dint of will and discipline, you can become both a person *and* a producer. Clearly, we hope to see the latter."





## THE SCHOOL OF ENGINEERING

The School of Engineering defines engineering broadly as the application of technology to satisfy man's needs. The men and women who will be professional engineers in the latter part of the twentieth century must be capable of assessing those needs and developing new technology to meet them, and the Duke curriculum is designed to provide such capabilities.

Engineering at Duke is characterized both by the technological and scientific environment of the School of Engineering—arising from its efforts to seek new knowledge and improved ways of implementing that knowledge—and by the liberal arts environment of the University—arising from the natural and social sciences and the humanities, and representing a spirit of free inquiry into the nature of man and his world.

The School of Engineering offers a four-year program leading to the degree of Bachelor of Science in Engineering (B.S.E.) with majors in the Departments of Biomedical, Civil, Electrical, and Mechanical Engineering, and with a major available in individually approved

interdisciplinary programs of studies. The following course requirements identify 15 courses that are common for all engineering majors: English 1; four mathematics courses stressing topics in analysis (calculus), linear algebra, and differential equations; Chemistry 11; Physics 51 and 52; four courses in the humanities and social sciences; and three courses in selected areas of engineering science. Of the remaining 17 courses required for graduation, the major department places some specifications on between 8 and 11 courses, leaving between 6 and 9 as electives.

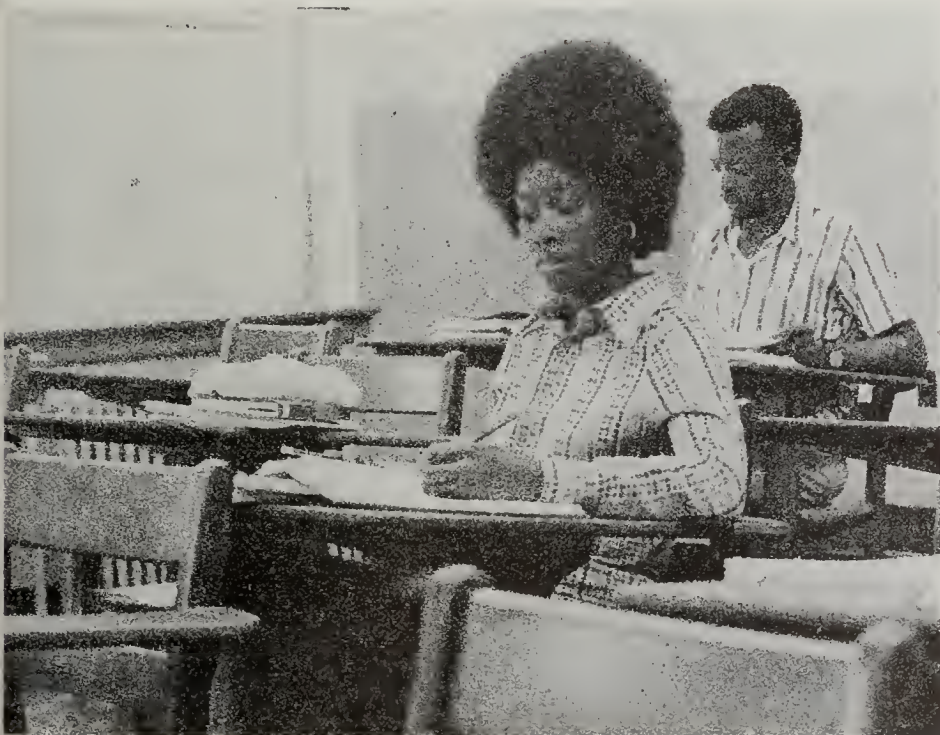
Small-group learning experiences have always been an integral part of the engineering program at Duke because of the relatively small enrollment in the School of Engineering. Independent study and project experiences are available, usually in the junior and senior years, and receive regular course credit.

Students may pursue programs which lead to the B.S.E. degree with a double major. The second major may be in another department in Engineering, a

department in the arts and sciences or in the Institute of Policy Sciences and Public Affairs. As examples, engineering students currently are pursuing second majors in chemistry, mathematics, management sciences, public policy, psychology, and zoology. In fact, one of the strengths of the engineering program at Duke is its ability to prepare students for a wide variety of career options. Within the past few years, Duke graduates not only have been sought after for immediate employment as engineers, but they have been accepted into graduate and professional schools of engineering, medicine, law, business administration, divinity, economics, oceanography, city planning, journalism, materials science, public administration, restaurant management, physics, and psychology.

Specific majors in Engineering may be found in the section of this *Bulletin* entitled Areas of Study.

"More women should consider a career in Engineering. Schools of Engineering are encouraging it, and the profession is ready for it."

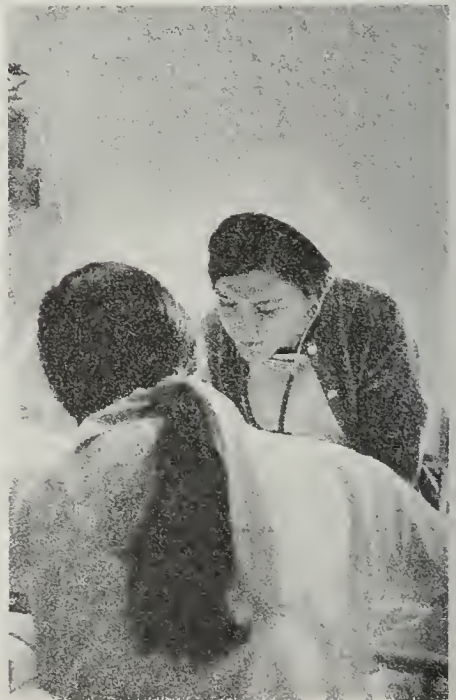


## THE SCHOOL OF NURSING

The School of Nursing offers a program designed not only to create professional competence, but also to develop a sensitivity to the needs of man in his environment. The curriculum is a flexible one, building on a firm base in the first two years and culminating in the theoretical and clinical nursing courses of the second two years.

The School of Nursing is a functioning unit of the University Medical Center and at the same time one of the three undergraduate divisions of Duke University. The Duke nursing student, then, enjoys not only the challenges of her own profession, but also the total educational experience that only a major university can provide. Instructional and clinical facilities may be found in the 823-bed Duke Hospital, with the University's Highland Psychiatric Hospital in Asheville, North Carolina, and the recently acquired Sea Level Hospital on the North Carolina coast offering unique opportunities for students to pursue special interests. The North Carolina Cerebral Palsy Hospital, the Veterans Administration Hospital, the Durham Health Department, and the John Umstead Hospital provide additional, easily accessible resources.

More detailed information about the nursing program is contained in the section entitled Areas of Study. In addition, students are encouraged to write to the Office of the Dean in the School of Nursing regarding any questions they may have.





## The Residential Setting

An individual's approach to life emerges from his efforts to discriminate among alternatives, and it is the discerning, aggressive exploration of these alternatives, both in and out of the classroom, that characterizes education in progress. The residential experience, through the interplay of disparate personalities and the inauguration of dormitory courses and living-learning corridors, serves to lessen the distinction between the academic and the non-academic life. At Duke, the term *in residence* implies more than simply living on campus; it encompasses the whole of one's university experience.

The merger of the liberal arts colleges, with the resulting mixture of men's and women's residences on both campuses, has reinforced the co-educational nature of the University. Students entering Duke choose among the various living groups on the East or West Campus. Individual groups (women's and men's dormitories, co-educational dormitories, freshman and four-year houses, and federations of dormitories) determine their social regulations by vote of the membership and plan social and educational activities.

Fraternities and sororities exist as a supplement to the residential/social structure, and not as a substitute for it. The men who join fraternities usually live together in sections of dormitories; the sorority structure is non-residential. Approximately 40 percent of the students belong to fraternal organizations.

In some instances, distinct living groups exist for students with special interests. Such a case is Epworth Inn, a women's dormitory where student dialogue centers on the contemporary arts. Another type of living-learning group is SHARE, housed in Wilson House on the East Campus, in which a small, diverse group of men and women from the three undergraduate divisions attempts to create an atmosphere encouraging personal and intellectual interaction. A graduate couple serve as resident advisers, and a director administers the project. Dorm courses and SHARE-sponsored projects are open to the entire undergraduate student body.

Dorm courses change from year to year with the interests of the students. Courses approved for 1973 include American Folk Music, The Emergence of the American Woman, Faulkner's Novels, Speculative Fiction: Modern Myth and Fantasy, Auto Engineering, Drama, Community Characteristics, Politics in Durham, The Psychology of Humor, and the Dialogue of Religions.

Students in one dormitory have implemented their awareness of the larger Duke community by meeting each Saturday morning with children of employees of the University. These members of the Bassett Project cook, sew, play with computers, and, by their own admission, learn from each other in the process.

Beyond the walls of the campus, other students participate in an active Community Internship Program, which allows them to gain experience in such local agencies as Project Head Start, the Durham City and County Schools, the Department of Public Recreation, and the Human Relations Commission.

Students wishing to live on campus may do so from the beginning of their freshman year to the day of graduation. The option of living off campus after the freshman year does exist, however, and may appeal to the student seeking another type of living experience.

Dining facilities are available throughout the University, and students may pay a fixed 5-day or 7-day board sum, or pay for each meal individually, depending on the location of their dormitory.

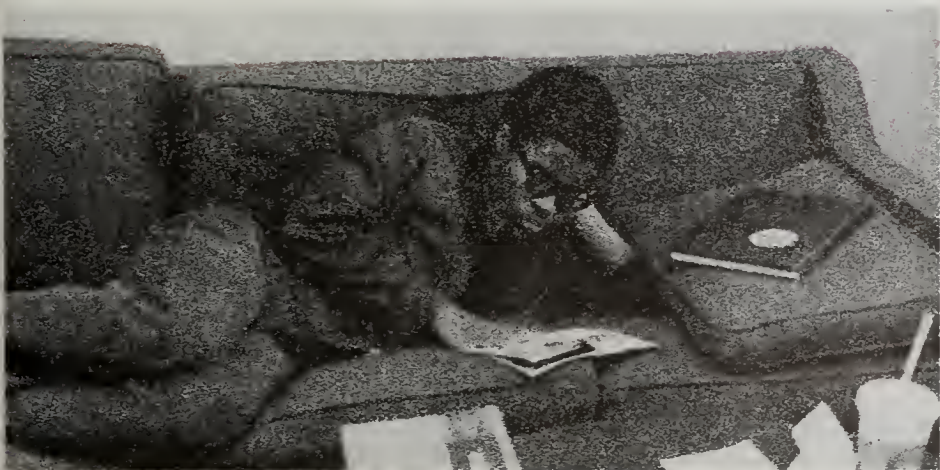




"Life in a dorm is a test of your ability to get along with others, and an important part of the liberal education that you've come to Duke to receive."



"One of the biggest mistakes a new student can make is to form preconceptions of Southern 'grits' or Northern 'freaks' before he gets here. In other words, where people come from has relatively little bearing on who they are or what they're into—at Duke or anywhere else. Ideas to the contrary can only inhibit you in the development of meaningful relationships."



Sometimes the sheer wealth of alternatives can prove overwhelming. The Counseling Center provides a professional counseling service designed to aid students in gaining a better understanding of themselves and the opportunities available to them. Counseling in the areas of career planning, educational opportunities, and personal and social adjustment is available to those who seek it. The Office of Placement Services provides career counseling as well, and assists in the placement of Duke students in professional positions after graduation.

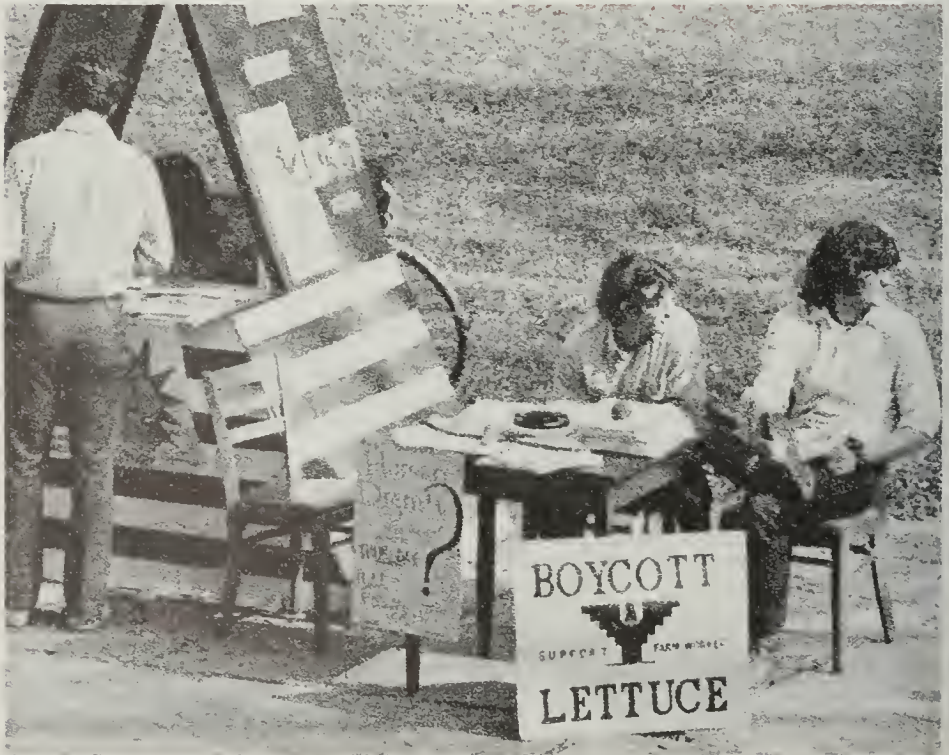
The Student Health Program is closely related to the teaching hospital of the University Medical Center and provides the security of unusually competent service during the undergraduate years.

### The Active Life

The active life is generated from the counterpoint of interests and resources. Its structure may take one of the following forms.



"Bring a bike, not a car. You'll be able to see more and the exercise might do you some good."



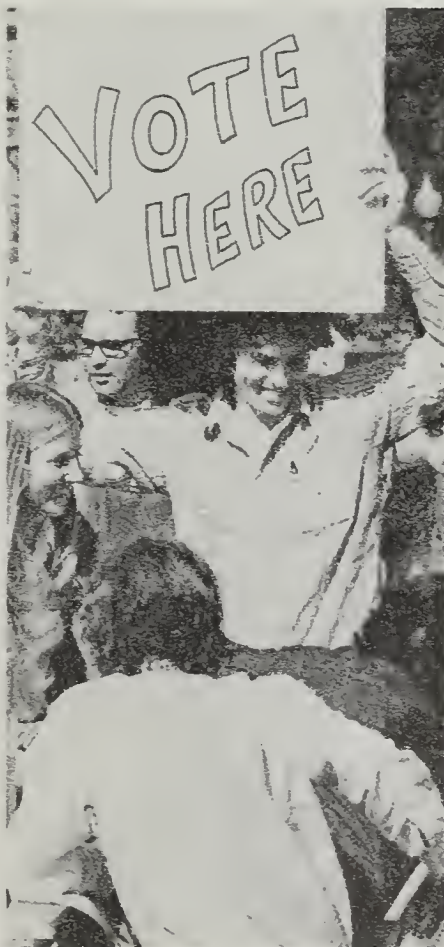


## STUDENT GOVERNMENT

**The Associated Students of Duke University (ASDU)** has evolved over the past few years into a strong advocate for student concerns and has gained an influential role in determining policy decisions which affect the entire University. ASDU's representatives serve on all University committees, all subcommittees of the Undergraduate Faculty Council of Arts and Sciences, and on the major committees of the Board of Trustees. One student was elected to the full Board. Groups formulating University social and residential policies now have one-half student membership, and students participate in substantial numbers on search committees for high-level administrators.

**The Engineers' Student Government** coordinates the activities of all student organizations within the School of Engineering, acts as a liaison with the Associated Students of Duke University, and represents the interests of engineers in their relationship with the public, faculty, and administration.

**The Nurses' Student Government Association** governs the student body of the School of Nursing and encourages each student to develop and exercise personal, academic, and professional responsibility, and at the same time realize her autonomy within the regulations of the community.



**The Men's Interfraternity Council** (IFC) is composed of eighteen Greek letter residential living groups, fifteen national and three local fraternities. The purpose of the IFC is to establish and maintain a framework for harmony and growth for the fraternity system, and to promote programs which improve the living situations and the educational life in the member houses.

**Panhellenic Council**, representing nine sororities, works to unify the campus sorority structure and to coordinate activities in which Greek women participate. Although Panhel encompasses legislative, executive, and judicial duties, each sorority manages its own internal affairs.

**The Undergraduate Judicial Board** has twenty-one members, twelve of whom are students from each of the undergraduate colleges and schools; six are faculty and three are representatives of the administration. The Board serves to adjudicate student disciplinary cases and disputes.

## THE UNIVERSITY UNION

The Union exists to promote, stimulate, and develop social, recreational, cultural, and educational activities on the campus. The Union is also actively involved in the planning and fund-raising activities for the new Union Building, scheduled to be completed in 1975.

**The Drama Committee** works to further dramatic interest and understanding on the campus and in the community. Professional companies provide the major thrust of the committee's involvement through its "Broadway at Duke" series. Seminars, receptions, cast parties, and the committee's involvement in workshops and readings add to the scope of its activity.

**The Freewater Film Society**, which is beginning its second year as a Union Committee, sponsors two film series, one dealing essentially with foreign and classic films, and the other with recent popular films. Freewater has been concerned primarily, however, with the production of over twenty student films, and has been nationally recognized for the excellence of its work.

**The Graphic Arts Committee** provides the campus with a series of exhibits by both local and nationally known artists. The committee also sponsors crafts fairs and student photography and art competitions.

**The Major Attractions Committee** brings to Duke top quality contemporary groups, with its main emphasis on rock, pop, and blues performers.

**The Major Speakers Committee** brings to campus outstanding people of national and international prominence in all fields of endeavor—politics, government, education, science, sports, religion, and the arts.

**The Performing Arts Committee** attracts major performers in the fields of jazz, folk, modern dance, ballet, and other areas of community interest. It is also involved in presenting such local and regional groups as the Carolina Repertory Company and the Triangle Recorder Society. Master classes, lecture-demonstrations, and informal receptions involving the artists are scheduled with most performances.

**The Joe College Committee**, a special committee of the Union, plans and coordinates the events of the Joe College Weekend. The weekend has in the past included rock and country music concerts, crafts fairs, and a number of smaller events.

## THE ARTS

**The Symphony Orchestra** prepares and presents two major concerts each year, usually with a distinguished soloist.

**The Wind Symphony** stages two formal concerts each year and a series of informal concerts, sometimes alfresco in the Sarah P. Duke Gardens and occasionally for the special benefit of area school children. The repertoire includes works written on commission for Duke University. A concert tour is scheduled each spring.

**The Marching Band and the Pep Band** bring musical pageantry to major athletic events.

**The Chapel Choir** of approximately 150 voices provides music for the Duke University Chapel worship service, and brings to life in concert performances examples of the sacred masterpieces of Western civilization.

**The University Chorale** performs secular choral works of historical and contemporary interest. A spring concert tour takes this 100-member chorale to a number of metropolitan centers along the eastern seaboard. This year the Chorale performed at the lighting of the National Christmas Tree in Washington, D. C.

**The Madrigal Singers** is a small ensemble whose repertoire focuses on Renaissance, Baroque, and twentieth-century compositions.

**Student Chamber Music Ensembles**, organized formally for course credit and informally as an extracurricular activity, explore the literature for string, wind, and keyboard media.

**Duke Players** presents four major plays and several workshop productions each year. Plays are presented in  $\frac{3}{4}$  round, arena, and proscenium theatres. The organization is open to all students and members serve in all phases of dramatic art.

**Hoof 'n' Horn**, a self-supporting theatrical group, presents a minimum of three musical productions a year, two or more in an intimate 120-seat theater called "Fred," and one larger production in Page Auditorium during Joe College and graduation weekends. *Cabaret*, *The Fantasticks*, *Little Mary Sunshine*, *Thirteen Clocks*, and *The Apple Tree* are selections from past years.



## THE MEDIA

**The Publications Board**, comprised of students, faculty, and administration, oversees all official undergraduate student publications. It is empowered to choose the editors and business managers and to review and approve the financial statements of all franchised publications.

**The Archive**, Duke's literary magazine, seeks to strengthen and encourage the growth of creative arts at Duke by publishing contributions from the Duke community in the fields of poetry, fiction, book reviews, essays, fine art, and photography. The staff also sponsors the Blackburn Literary Festival.

**The Chanticleer**, the yearbook of the University, provides the stimulus for development in the photographic arts and fulfills the need for a compilation of memories of each year.



**The Duke Chronicle**, the campus newspaper published Monday through Friday of each week, provides coverage of campus and national news and sports, as well as the national news coverage provided by the New York Times News Service. Positions for work in all departments, including news, sports, features, arts, business, and photography are open to all undergraduates.

**The DukEngineer** is a semi-technical magazine published four times a year by students of the School of Engineering.

**Hotline** is a monthly publication of the cadets of Air Force ROTC containing organizational news, interviews, and editorials.

**WDBS** is Duke's radio service to the Durham, Chapel Hill, and Raleigh area. Programmed by a staff consisting of nearly eighty undergraduates, WDBS broadcasts progressive rock, jazz, and concert music from a control room-studio complex on the East Campus. The station's FM stereo signal reaches eight college and university campuses in the Triangle area. Positions on the news, sports, announcing, and business staffs are open to freshmen. WDBS-AM is a campus-only service which gives newcomers an immediate chance for on-the-air experience.



"I've finally come to realize that getting it together is a dynamic process. You don't just get it together and then quit. . . . If that's your game, you end up being un-hip, un-real, un-ready, and much, much un-together."

### RELIGIOUS ORGANIZATIONS

Religious activity at Duke is voluntary and personal; it takes shape in organized fashion for some, in small, intentionally religious communities for others, and in purely independent fashion for still others. The following are among those religious organizations which continue from year to year.

**Duke University Christian Council**  
**Baptist Center**  
**Campus Crusade for Christ**  
**Christian Science Organization**  
**Episcopal Center**  
**Fellowship of Christian Athletes**  
**Hillel**  
**Inter-Varsity Christian Fellowship**  
**Lutheran Community**  
**Newman Club**  
**United Ministries**

## ATHLETICS

**Varsity sports** for men and women have enjoyed a long history of successful intercollegiate competition. Men participate in varsity baseball, basketball, fencing, football, golf, lacrosse, soccer, swimming, tennis, track, and wrestling. Women's varsity teams compete in basketball, fencing, gymnastics, hockey, swimming, tennis, and volleyball.

**Intramural activities** provide an opportunity for every student to engage in some type of athletic competition. Participation, not skill, is emphasized. Recently lighted tennis courts and a new student activities building add to the stature of the popular intramural program.

**Independent recreation** may be pursued whenever the physical education facilities are not in use for intramural and varsity practice. Equipment for most activities is available from the Department of Health and Physical Education.

"Located at the top of the tower of the Student Union Building, the Office of the Association of African Students serves as a personal grotto—a place of solitude where Black reigns undisputed. Escape is not advocated, but the Society does serve as a retreat if such is needed."



## MISCELLANY

A complete annotated list of undergraduate activities would be unwieldy; students whose interests are not explained below are encouraged to write for information.

### A.I.E.S.E.C.

American Field Service  
Association of African Students  
Badminton Club  
Bench and Bar Society  
Blue Jeans  
Cheerleaders  
Chess Club  
Chinese Student Association  
College Republicans  
Committee for Concerned Scholars  
Debate Team  
Demolay  
Directions for Educated Women  
Duke Dance Group  
Duke Folksong Society  
Duke Jazz Ensemble  
Duke Ski Team  
ECOS  
Food Co-op  
Duke Football Club  
International Club  
International Folk Dance Club  
Karate Club  
Duke Men's Alliance  
North Carolina Public Interest Research Group  
North Carolina Student Legislature  
Nereidians  
Duke Outing Club  
Photography Group  
Pre-Med Society  
Rugby Football Club  
Sailing Club  
Skeet Club  
Soccer Club  
Sport Parachute Club  
Student Loan Fund  
Tocqueville Society  
Varsity Television Club  
Women's Alliance  
Young Democrats  
Young Americans for Freedom  
YM-YWCA





## Admission

Duke University looks beyond the basic characteristics of academic competence possessed by the majority of applicants. It seeks in each prospective student, regardless of race, color, religion, sex, or national origin, evidence of intellectual promise, maturity of judgment, and positive energy, manifested perhaps in special talents or accomplishments, but unquestionably in a determination to accept the challenges offered by the University.

### Freshman Admission

Since the number of students in the applicant group exceeds the number of available positions, selectivity is a necessary part of the admissions process. Although no single criterion will spell the success or failure of an application, the secondary school record is regarded as one of the most significant documents in the application, because it has proved to be the soundest indicator of academic ability, potential, and motivation. Secondary school recommendations (as well as additional letters of recommendation) give meaning to the

"Of course we're looking for diversity in the student body. On the most general plane, I'd say we had an eye out for the person who will leap at an opportunity—in and out of the classroom—and then follow through."

objective information and are considered extremely useful in determining the qualifications of an applicant. Each application is reviewed individually by several members of the Admissions Committee before any decision is made.

Requirements concerning secondary school subjects are flexible although at least 12 high school units must be in college preparatory subjects such as English, foreign language, history and social studies, mathematics, and physical or biological sciences. Applicants to the School of Engineering are advised to present 4 units of mathematics and at least 1 unit in physics or chemistry.

It is the performance of the individual applicant within the context of his own school environment which particularly concerns the Committee on Admissions. Although the greatest number of successful candidates for admission graduate in the first two deciles of their secondary school class, the Committee recognizes the varying levels of instruction and types of evaluation utilized by secondary schools, and, therefore, imposes no minimum rank that a candidate must achieve before he will be considered.

All freshman candidates are required to take the College Entrance Exami-

nation Board's Scholastic Aptitude Test (SAT), the English Composition Achievement Test, and two other achievement tests of their own choosing. Candidates for the School of Engineering must take an achievement test in math. These tests must have been taken at least one month prior to the application deadline, with Duke University having been designated as a recipient of the scores. Although it is clearly to the applicant's advantage to perform competently on the tests of the College Entrance Examination Board, it should be remembered that Scholastic Aptitude Tests are not considered by the Committee on Admissions to be infallible predictors of academic success on the college level. Rather, they are viewed as imperfect indicators to be employed in conjunction with additional application materials. There is no minimum score that a student must earn on the SAT before he will be considered for admission, and no maximum score that will guarantee admission to the University.

Just as the Committee has refused to establish a minimum test score and class rank which prospective students must achieve before being considered for admission, it has also maintained an open policy with regard to the geographic distribution of the student body.

The University's commitment to the region, however, is reflected in the fact that approximately 35 percent of a diverse and distinctly national student body resides in the southeastern United States.

**Applications** may be obtained from the Office of Undergraduate Admissions, 614 Chapel Drive, Durham, North Carolina 27706. A financial aid form will be enclosed.

Most students file their applications and the \$20 application fee during the fall of their senior year. The secondary school report forms provided in the application packet should be given to the appropriate school official with the request that they be submitted to the University as soon as possible and no later than the application deadline.

**February Notification** exists for the student who, for a variety of reasons, may wish to hasten the decision on his application. The application deadline for February notification is December 15 of the senior year, thus enabling the candidate to take the SAT's and Achievement Tests as late as December of the senior year. (January test scores will arrive too late for February notification decisions to be made.) Decisions are mailed by February 1 and accepted candidates pay their reservation fees by February 15.

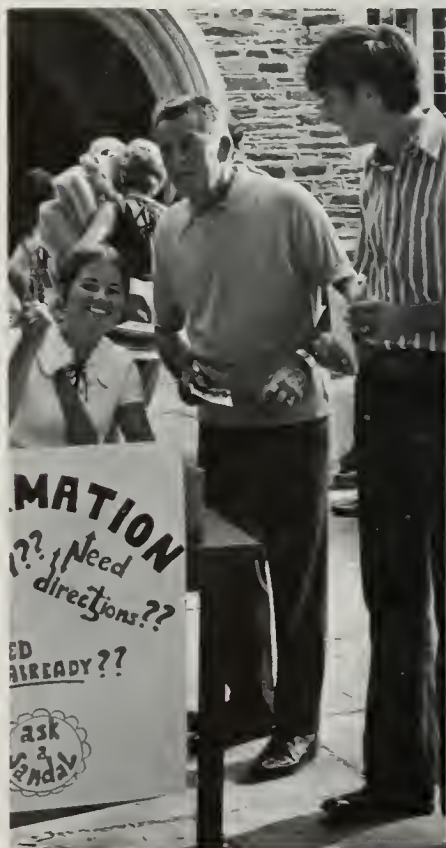
Students applying for February notification are not restricted to one college application; neither are unsuccessful applications postponed until the April 15 notification date. Rather, the candidate learns of the decision, *positive* or *negative*, by February 1.

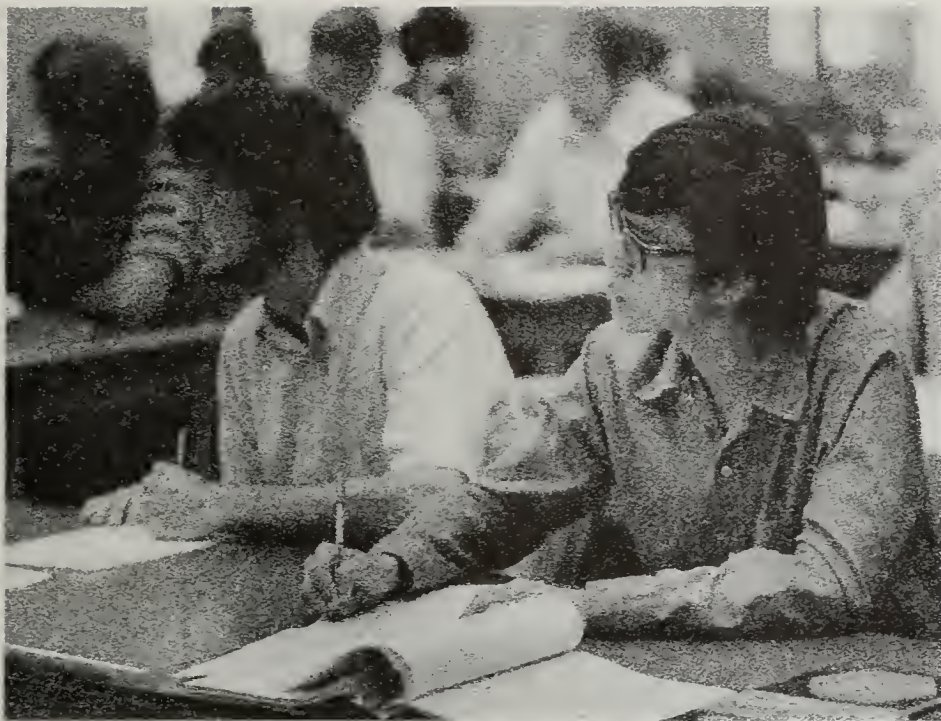
**April Notification** candidates observe a January 15 application deadline although most students file their applications and the \$20 application fee during the fall of the senior year. CEEB Achievement Tests may be taken no later than January of the senior year; the Scholastic Aptitude Tests are offered only in December. Decisions will be mailed by April 15, and accepted candidates should pay their reservation fees by May 1.

**Midyear Admission** is geared to the accelerating high school student, to the accepted Duke candidate who postpones matriculation for one semester, and to the high school graduate who applies to college after the senior year. Students who have been accepted for

September admission may request that their places be held for the semester beginning in January, and in many cases they will find the Committee on Admissions sympathetic to their plans for the intervening semester. Some students work to earn money for college; others gain valuable pre-professional or travel experience; still others seek simply to gain an extra measure of maturity before entering college.

The application deadline for new candidates is November 1. The student who wishes to exercise this option is expected to complete all the requirements set forth for fall admission and meet the same standards of eligibility held for all applicants to the University. SAT's and Achievement Tests require advance planning, for they are not regularly scheduled. Students will be notified of the decision on their application by December 1 with the expectation that those who are accepted will reply by December 15.





## Transfer Admission

A limited number of transfers are admitted to the University each semester on a *non-resident* basis. Most applicants have completed two and usually three semesters of work at fully accredited institutions and have achieved at least a *B* average before they submit applications for transfer. Transfer applicants are asked to present Scholastic Aptitude Test scores for review, although no Achievement Tests are required. In order to earn a Duke degree, transfers should expect to spend the last two years of undergraduate work in residence at the University.

Because of limited facilities, the number of spaces available for transfer in the School of Nursing is very small. Prospective candidates should consult the Office of Admissions for further information before making application.

The Office of Central Records evaluates the transcripts of transfer applicants only after they have been accepted, and it is, therefore, difficult to predict which courses will be accepted for transfer credit. Generally, however,

Transfers usually have to live off campus unless a space in a dorm becomes available once they're here. A lot of people like it that way, but you have to work a little harder to become part of the student community."

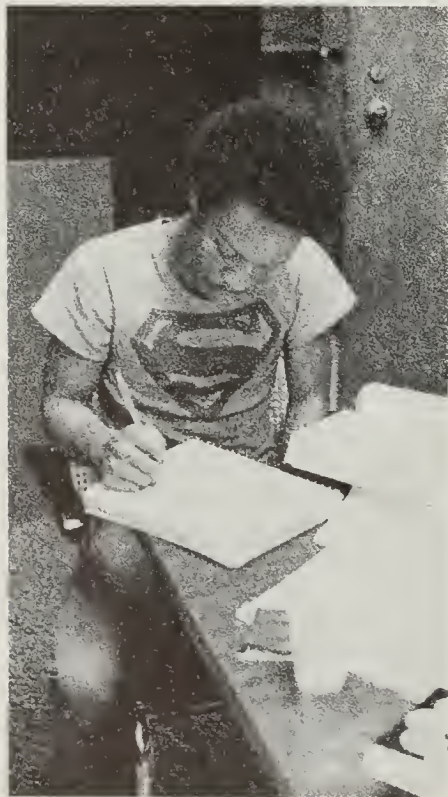


courses taken at fully accredited institutions which are similar to courses offered at Duke will receive specific or elective credit from the University. A course in which a grade less than C—has been earned cannot be accepted for transfer credit. Pass/fail courses receive pass/fail consideration at Duke.

The Office of Housing Management assists non-resident students in finding accommodations (and often room-mates) in apartments near the campus. Students desiring advanced information with regard to housing should write directly to the Director of Housing Management.

Students who wish to be considered for September admission must submit applications by March 1; decisions will be mailed by May 15. For February admission, applications must be submitted by October 1; decisions will be mailed by November 1.

Applications may be obtained from the Office of Undergraduate Admissions, 614 Chapel Drive, Duke University, Durham, North Carolina 27706.



## Visits to the Campus

Personal interviews are not required; in fact, the number of students requesting interviews has increased so dramatically in recent years that it is often impossible to grant all requests for individual appointments. Because the interview is designed primarily to assist students in learning about the university, those who cannot arrange an individual appointment should not be reluctant to join one of the group information seminars conducted each weekday by a member of the admissions staff. Student-led tours will usually follow the group sessions.

From January through April when applications for admission are being reviewed, individual interviews are suspended, although the group sessions will continue.

If a candidate wishes to schedule an appointment at other times of the year, it would be wise to write at least two weeks in advance of the proposed visit. Monday and Friday appointments are, understandably, in the greatest demand.

In many cities throughout the country, personal interviews are available to candidates through local Alumni Admissions Advisory Committees. If such a committee exists in a candidate's community, he will be notified and a personal interview arranged. These interviews usually take place during January and February.

## Admission Calendar

### January Freshmen

July 14, 1973*	Last SAT and Achievement Test date for January admission
November 1, 1973	Deadline for submission of freshman applications for January admission
December 1, 1973	Freshman applicants notified of admission and financial aid decisions
December 15, 1973	Accepted freshman applicants pay reservation fees

### September Freshmen—February Notification

December 1, 1973*	Last SAT and Achievement Test date for February Notification applicants
December 15, 1973	Deadline for submission of February Notification applications
February 1, 1974	Candidates notified of admission and financial aid decisions
February 15, 1974	Accepted candidates pay reservation fees

### September Freshmen—April Notification

December 1, 1973*	Last SAT test date for April Notification candidates
January 12, 1974*	Last Achievement Test date for April Notification candidates
January 15, 1974	Deadline for submission of April Notification applications
April 15, 1974	Candidates notified of admission and financial aid decisions
May 1, 1974	Accepted candidates pay reservation fees

### January Transfers

October 1, 1973	Deadline for submission of January transfer applications
November 1, 1973	Candidates notified of admission and financial aid decisions
November 15, 1973	Accepted candidates pay reservation fees

### September Transfers

March 1, 1974	Deadline for submission of September transfer applications
May 15, 1974	Candidates notified of admission and financial aid
June 1, 1974	Accepted candidates pay reservation fees

\* Registration deadlines for SAT's and Achievement Tests fall approximately one month before each test date.



## Financial Information

### Expenses

Total expenses differ, of course, with the tastes and habits of the individual student at Duke, but on the average, a student spends about \$4,750 during the academic year. Basic expenditures, with a reasonable sum allotted for books and supplies, follow:

Tuition .....\$2,600

Income from endowment and contributions from alumni and other public-spirited men and women make it possible for the University to bear more than half the total cost of a student's education at Duke.

Room and Board (average)...\$1,400

The majority of rooms on campus are occupied by two students, although a limited number of single rooms are available. Cost

"I had conceived of Duke as an intellectual haven for the materially blessed, but I've come away with a much happier picture. I've seen examples of students in some greater Search which have spoken eloquently to me of the type of student and atmosphere Duke is somehow nourishing."

varies according to accommodations.

Men and women on the East Campus choose between a 5-day and a 7-day board option. Students on the West Campus pay for each meal individually.

Books and Supplies.....\$175

These estimated expenses are subject to change, and the prospective student should consult the Office of Undergraduate Admissions for the most current information.

An initial, non-refundable reservation fee of \$120 is paid upon acceptance to the University in order to reserve a place in the freshman class.

A good college education, especially in a private institution, represents financial sacrifice for almost every family. Although no university could promise to ease completely the financial strain of college, Duke University's financial aid policy endeavors to ensure that no student who is admitted to the University will be prevented from attending because of lack of funds.

Qualified applicants are admitted to

Duke University without regard to their need for financial assistance. Students in need of financial assistance are, therefore, encouraged to apply for both admission and financial aid; they will be notified of the financial decision at the time of acceptance.

Because the degree of assistance is determined on the basis of need, all financial aid candidates submit a Parents' Confidential Statement (PCS) to the College Scholarship Service in Princeton, New Jersey. After the admission decision is made, the Director of Financial Aid reviews the Service's evaluation of the PCS and determines the degree and type of financial aid which will be necessary to allow the student to attend the University.

Of course, not all financial aid awarded to college students comes from the institution itself. Every applicant should consult his guidance counselor concerning the many national and local organizations providing assistance for higher education.

Families who need assistance in meeting legitimate educational expenses should also investigate the Federal Guaranteed Insured Loan Program, designed to guarantee or ensure student loans made by banks or other incorporated state lending agencies. The interest rate of 7 percent will be

paid by the government while the students who qualify are in school. The Financial Aid Office can provide the address of the lending agency for each state. Duke University itself is a guaranteed lender.

## The Aid Package

The "package" is the form of financial assistance which is most familiar to undergraduates. The combination of University gift funds and opportunities for self-help enables Duke to extend its resources to all whose PCS evaluations demonstrate a need for them. Some portion of the aid offered will normally be in the form of grants, long-term loans, and employment. Acceptance of one portion of the assistance package does not obligate the student, however, to accept all portions of it. Students making normal academic progress toward graduation may expect financial assistance as long as the need for it is demonstrated.

**Loan funds** supplied by the federal government are available to financially qualified students. Repayment of loans normally begins nine months after the student ceases full-time study. Interest accrues at the rate of 3 percent; complete payment is scheduled to take place within a ten year period.

Nursing loans are also funded by the federal government and are available to qualified students in the School of Nursing. Interest accrues at the rate of 3 percent annually, beginning nine months after a student ceases full-time study.

**Employment**, the other portion of the self-help aspect of the financial aid package, usually requires between nine and fifteen hours a week and provides an average stipend of \$600. The money is paid directly to the student as the work is performed. The Undergraduate Financial Aid Office serves as a clearinghouse for part-time jobs both on campus and in the city of Durham.

**Gift awards**, in most cases, make up the difference between the sum allotted for self-help and the student's total financial need. Duke has many scholarships and grants-in-aid, based on need, which are available annually from personal endowments and corporation

sources. These named scholarships may be awarded on the basis of achievement in a particular field or because of the generally outstanding quality of a student's record.

A single financial aid application, included among the application materials, will cover all Duke scholarships. With the few exceptions noted on the application form, a student need not apply for a specific award, for the Financial Aid Office will determine the appropriate scholarship for each applicant.

- The Angier B. Duke Memorial Scholarships are awarded to students whose superior academic and personal examples mark them as leaders in their chosen fields. A number of scholarships are usually available to freshmen in the three undergraduate colleges; the value of the award ranges from \$500 to \$4500, depending on financial need. Granted for one year, they are renewable annually as long as the student does satisfactory work.

- Several scholarships have been established in recent years which give priority to students in specific counties in North Carolina. Among these are the W. N. Reynolds Memorial Scholarships, awarded first to children of employees of the R. J. Reynolds Tobacco Company and then to residents of Forsyth County, and the J. Welch Harriss Scholarships, awarded on the basis of merit and need, first to male students from High Point and then to those from Guilford County. The newly established Braxton Craven Scholarship will be awarded on the basis of merit, first to students from Davidson County, and then to students from the State of North Carolina. The Financial Aid Office will provide additional information to students interested in any of these scholarships.

- Duke's renewed commitment to the arts has given rise to several substantial scholarships in recent years. The Mary Duke Biddle Scholarship in Music Composition, a \$2500 annual award, is available to a member of each entering class and is renewable from year to year as long as the student does satisfactory work. The student applying for this award supplements his application with samples of his musical compositions. Eligibility is limited to students planning to major in music.



Students who are talented string, woodwind, or piano performers, or who are students of voice, may compete for the A. J. Fletcher awards, based on merit and need. String scholarships will predominate.

- Nursing students should explore the Florence K. Wilson Scholarship and the Marian Sanford Sealy Scholarship. The Lelia R. Clark Scholarship was established in 1971 to cover tuition and fees for a nursing student, preferably from North Carolina.

- Engineering students may qualify for one of the J. A. Jones Memorial Scholarships, sponsored through the Jones Fund for Engineering. The awards range from a yearly sum of \$500 to \$3,600, depending on the degree of need. The Jones Scholarships are granted for the first year without regard to the student's intended major within engineering, and they are renewable on the same terms for the second year as long as the student does satisfactory work. For the junior and senior years, they are limited to majors in civil engineering.



- United Methodist Scholarships are available on the basis of need to Methodist students who have been leaders in their local Methodist Youth Fellowship Groups. Christian Vocation Scholarships are available, also on the basis of need, to students preparing to enter full-time religious work. Recipients of these scholarships sign notes which will be cancelled when they have entered full-time Christian work following graduation. Finally, children of ministers in the North Carolina and the Western North Carolina Conferences of the United Methodist Church who are residents of the Conference are eligible to receive a remission of tuition for a maximum of eight semesters of undergraduate study at Duke. The same holds true for the children of ministers of all faiths residing and serving churches in Durham County.

- A limited number of awards will be made each year to qualified students from other countries who enter either as freshmen or as students with advanced standing. Candidates for these awards are required to submit the Application for Scholarship and Financial Aid and the Parents' Confidential Statement of the College Scholarship Service provided by the Admissions and Financial Aid Offices of Duke University.

- Beginning in the second semester of their freshman year, cadets are eligible to compete for an Air Force ROTC College Scholarship. This scholarship includes full tuition, books, laboratory fees, and \$100 per month subsistence. The scholarship is awarded on a merit basis and considers academic achievement, leadership potential, and overall performance.

- The NROTC College Scholarship Program provides for four years of tuition, fees, and textbooks at government expense, plus subsistence and summer active duty pay which amounts to approximately \$1,450 per year. Selection for this program is made on the basis of an annual nationwide competition conducted by the Department of the Navy.

**A brochure** describing the financial aid program in greater detail may be obtained from the Office of Financial Aid, 614 Chapel Drive Annex, Duke University, Durham, North Carolina 27706.



## Areas of Study

Department titles can often be misleading. A major in Russian, for instance, finds his area of study under the heading Slavic Languages and Literatures; business administration translates into Management Sciences. If your field of interest is not represented in this section in the form you may have anticipated, write to the Office of Undergraduate Admissions for clarification.

### Anthropology

Anthropology is a comparative discipline which studies man everywhere, in all aspects of his nature and behavior. Physical anthropologists study the origin and development of man's

"There's too much going on around here for you to confine your horizons to an undergraduate course catalog. Even the most distant researcher can be a valuable resource—especially if you let him know you're interested in his work."

physical nature and his place in the biological world. Their major concerns are with the study of fossils, genetic processes, and contemporary primate species. Psychological anthropologists investigate individual enculturation and growth and the psychological characteristics of specified groups of peoples. Archaeologists and prehistorians study the events and processes of man's unwritten past. Anthropological linguists analyze contemporary languages, as well as languages of the past, and trace relationships between language and culture. Social and cultural anthropologists, who form the largest group, try to determine the principles underlying human social and cultural behavior of all kinds. Contemporary tribal peoples, peasant societies, new nations, the modern city, religious and other cultural revival movements, music and art forms of peoples of the world—all are the subject matter of cultural and social anthropology.

The Department of Anthropology offers a comprehensive program to undergraduates who want to specialize in the comparative study of human societies and cultures and the human physical form. Two general courses (Anthropology 93 and 94) introduce students to the scope, concepts, and meth-

ods of anthropology while preparing them for more specialized studies at an advanced level. In the 100-series of courses, the student may take theoretical courses concentrating on such topics as religion, kinship, politics, ecology, psychology, and kinship or area courses devoted to ethnographic and theoretical materials on American Indians, Africa, Oceania, South Asia, and the Middle East. Advanced students are eligible to take 200-level courses where, along with graduate students and faculty, they will participate in library or even field research and sharpen their competence in their particular subfield.

Most students who choose anthropology as a career will find that an advanced degree is a prerequisite for obtaining a satisfying position, given today's competitive job market. A major in anthropology—alone or in combination with another relevant discipline—can provide an incomparable background for graduate work in all disciplines (law as an example) that concern human behavior. Men and women who plan to begin their careers directly after graduation from college can profit from a single or joint anthropology major in many types of management training programs and social services.

## Art

The field of art embraces two areas—the practice of art and art history—which represent different, but not mutually exclusive avenues for the acquisition of knowledge and experience in the visual arts.

The practice of art as experienced in the studio is limited to basic design, printmaking, and painting through which the student may gain sufficient experience to define his interests and aptitudes for later specialization. The program does not attempt to accomplish professional training in specific practical art skills, but rather to fulfill an objective of liberal education to which the art experience is a contributing factor. A talented student may, upon graduation, enter a graduate or professional school and expect to accomplish his professional objectives within a two or three-year period of concentration.

Art history is an aspect of cultural history which merges with other humanistic areas, such as philosophy, religion, and literature. By the nature of its research methods and documentary sources it presupposes a concurrent development in language tools.

A student electing the art major concentrates in either art history (8 courses) or in studio (7 courses). The department offers an honors program in art history which leads the superior student into independent study and research as a prelude to graduate study in the field.

A new art museum now makes possible first-hand study of works of art in the permanent Brummer collection of medieval art as well as in significant and specially prepared exhibitions. Some opportunities for museum study and method are open to qualified students.

## Biomedical Engineering

Biomedical Engineering applies the quantitative methodology of engineering to problems in medicine and biology. Some biomedical engineering majors at Duke are pursuing premedical programs to qualify themselves for admission to medical school; others are preparing for careers as practicing biomedical engineers in health-care units

such as hospitals, or in fields such as occupational health and safety, environmental engineering, and machine systems design. We are forecasting a healthy demand for biomedical engineers in 1977, due in part to the expectation that in 1976, in the United States, there will be awarded only seventy percent as many bachelor's degrees in engineering as in 1972.

The academic program in biomedical engineering stresses mathematical modeling of biological systems using digital and analog computers, instrumentation and circuitry for monitoring biological systems, analysis and design of artificial organs, and quantitative consideration of environmental variations on organisms. In addition to five required courses in biomedical engineering, basic course work in mathematics, computer science, chemistry, physics, zoology, and the engineering sciences is required for the broad foundation of biomedical engineering. Typically twelve of the thirty-two courses required for the B.S.E. degree are relatively free electives—a minimum of five in the humanities and social sciences.

Students intending to major in biomedical engineering should designate the School of Engineering in their applications for admission to Duke University. Additional information may be obtained by requesting a copy of the booklet about the study of engineering at Duke, *Do You Want To Be Prepared To Do It As Well As Think About It?* from the Office of Undergraduate Admissions.

## Black Studies

Black studies is designed to provide instruction and study directed toward the concerns and particular experiences of Black America. Though intensive work (a major) is worthwhile and encouraged, it is recognized that course offerings in Black studies are important to many students' primary fields of endeavor, as well as comprising an essential component of a liberal arts education.

The student majoring in Black studies will receive special counseling in planning his course of study and in considering his future vocation.

## Botany

The Botany Department faculty represents a broad spectrum of discipline areas in the field, with four areas being particularly strong: ecology, systematic plant biology, genetics, and physiology. In addition to laboratories in the Biological Sciences Building, students and faculty have access to the phytotron (one of two facilities in the Southeast for studying plant growth under controlled conditions), an experimental plot (for local ecological studies), and the Marine Laboratory at Beaufort (for oceanographic studies). The undergraduate who majors in botany receives considerable personal attention and develops an individual undergraduate program under the guidance of the Director of Undergraduate Studies. Classes are small and independent work is stressed. In addition to programs which provide a strong background for advanced work in the field, careful course selection provides a broad biological background suitable for entry into several other areas. A new interdisciplinary program in environmental studies, an interdisciplinary approach to oceanography, and studies in plant systematics and organismal diversity are examples of the kinds of programs that can be developed.

## Chemistry

Chemistry is concerned with matter, its structure, properties, and the nature of the reactions which change it. It, therefore, supports all the basic biological and physical sciences, biochemistry, and the whole spectrum of paramedical studies.

The Bachelor of Science degree is ordinarily elected by students intending to pursue study at the graduate or professional level in chemistry or a closely allied science. The Bachelor of Arts degree offers a grounding in most basic areas of chemistry while providing full opportunities for election of broadly related work. In both degree programs, courses appear in sequence from general chemistry to the progressively more theoretical fields. Organic chemistry describes the geometry of individual compounds of carbon, the mechanistic

principles underlying chemical change as well as the methods of synthesis of organic compounds. Physical chemistry offers a critical, rigorous examination of the principles of chemistry including the states of matter, quantum phenomena, thermodynamics, and chemical kinetics. Analytical chemistry treats in depth separation procedures and techniques of measurement and chemical analysis such as spectroscopic and electroanalytical methods. Inorganic chemistry applies physical and mathematical principles to studies of reactions, bonding, and structures of compounds of elements other than carbon.

Independent study completes the major for the Bachelor of Science degree and provides the student the first significant opportunity to focus his education and experience on a piece of research under a faculty member in the Department. The student electing the Bachelor of Arts degree major may also take independent study, but normally seminars on advanced topics are taken to complete this program of study.

## Civil Engineering

Civil Engineering is the art of designing, analyzing, and building of constructed facilities. Civil engineering majors at Duke may emphasize one of six specialty areas or take a general program to develop a broad professional background. The six specialty areas are: environmental engineering—developing systems for decreasing air and water pollution; water resources engineering—using and preserving water resources, including the ocean; geotechnical engineering—designing earth structures and foundations; mechanics and materials engineering—analyzing the behavior of construction materials under load; structural engineering—designing safe structures such as buildings, bridges, and air frames; and urban engineering—developing systems for mass transportation, public health and safety, and land use. Although Duke's civil engineering graduates seem to be always in demand, we are forecasting a marked increase in that demand for 1977, because in 1976, in the United States, there will be

awarded only seventy percent as many bachelor's degrees in engineering as in 1972.

The academic program is both flexible and progressive, but rigorous enough to prepare graduates for immediate professional practice. The curriculum features a minimum of nine civil engineering courses and a broad foundation in mathematics and the physical sciences. Usually ten of the thirty-two courses required for the B.S.E. degree are relatively free electives—a minimum of four in the humanities and social sciences.

Prospective majors in civil engineering should designate the School of Engineering in their admission applications. Additional information is in a booklet concerning the study of engineering at Duke, *Do You Want To Be Prepared To Do It As Well As Think About It?* available from the Office of Undergraduate Admissions.

## Classical Studies

The field of classical studies, encompassing not only the languages and literatures of ancient Greece and Rome, but also their history, philosophy, art, and archaeology, takes as its aim the establishment of an informed and critical view of the foundations of Western culture. The specialist in classical studies may be a student of the social and economic history of a portion of the ancient world; he may equally well analyze the imagery of great works of ancient literature, the iconography of pictorial or architectural monuments, or the survival of texts in the manuscript tradition.

In order to accommodate the wide range of interests embraced by the field, the Department of Classical Studies offers a variety of courses on all levels. The study of Greek and Latin may be begun or continued at Duke. The first two years of the language provide a linguistic foundation and quickly introduce readings from several of the chief authors. More advanced courses offer concentrated study of single authors, literary genres, or periods. Classical studies courses provide an English language introduction to ancient literature as well as introductory and ad-

vanced courses in ancient history and ancient art and archaeology. Knowledge of Latin or Greek is not required for these courses. Small group learning experiences and independent study are stressed, and both freshmen and upper level seminars are offered.

The diversity of the field and the varying interests of its students prompts the department to offer three distinct major programs: Latin, Greek, and classical studies, with emphasis in ancient history or archaeology. Departmental majors may apply for a semester at the Intercollegiate Center for Classical Studies in Rome during their junior year as a regular part of their program.

## Computer Science

The digital computer is assuming a steadily increasing role in our day-to-day affairs and has become an indispensable tool in almost all scientific research. It is also beginning to play a significant role in the study of linguistics and the humanities.

The department offers a variety of courses to enable undergraduates to perceive the implications of the computer, to utilize more efficiently the many computer facilities available to them at Duke University, or to prepare for a career in the rapidly expanding field of computer science.

The introductory course, Introduction to Digital Computation, makes no assumptions about the student's background in mathematics, and is designed for the student who wants to attain an understanding of computers and programming, whether or not he plans to pursue the subject further. The course also serves as the introduction to more advanced courses on the theory of computer design, their capabilities, and their use. Other courses open to undergraduates cover computer systems, numerical analysis, data structures, programming languages, switching theory, statistical computing, information storage and retrieval, and computer simulation.

Since many of the exciting frontiers in computer science involve the marriage of computer science to other areas, the student majoring in computer science

is required to take several courses in one other department. This provides the student with a more traditional area of knowledge in which to apply some of his computer expertise.

The faculty of the Computer Science Department will be happy to advise students on courses of study that will prepare them for a career in computer science.

## Economics

This world is an inhospitable place. It gives up grudgingly fewer resources than we could use and we must compete with each other for the use of even these limited resources. The materials used to build a swimming pool for me are no longer available to build a swimming pool (or anything else) for you. The theater seat I occupy can no longer be used by you. The job I obtain is no longer an option for you to consider.

The manner in which these conflicting self interests among members of society are resolved is the subject matter of economic analysis. The purpose of economic analysis is to predict the consequences of "tampering with the system" (modifying the institutional arrangements of society). Thus, the job of economics is to answer "what if" questions. What would happen if the government of the United States employed price controls? What would be the likely consequences of ending the military draft? Could a system of taxes solve our pollution problem?

The first courses in economics aim to develop in the student critical and analytical skills essential for understanding economic problems and institutions in both their contemporary and their historical setting. Higher level courses are usually concentrated on particular economic problem areas: labor unions, monetary policy, market power, poverty, and so forth.

Although no particular vocational or professional goal is emphasized by the department, economics majors are usually interested in a program of study which will prepare them for graduate study or professional training in economics or administration and/or in a general liberal arts program which might either be terminal or preparatory

for the study of law.

For additional information write to the Director of Undergraduate Studies in the Department of Economics.

## Education

At the undergraduate level, Duke University prepares teachers for both elementary and secondary schools. A student majoring in elementary education gains knowledge and skill in all of the areas taught in elementary school and acquires as well an understanding of child development and learning theory. The University prepares teachers for secondary schools in the fields of art, English, foreign languages, physical education (women), mathematics, music, the sciences, and the social studies. Prospective secondary school teachers major in the academic department of their principal interest and choose related work in the education department. There is a special major in science education designed to provide a broad background in the sciences and mathematics.

Students preparing to teach devote an entire semester of their senior year to courses in designated subject matter and professional education, and to student teaching. During the last half of this semester they are engaged in full-time observation and student teaching in schools. During this half of the semester, students should plan to live in a community which is some distance from Durham. This will entail some additional living expense to be borne by the student teacher. Room rent refund is not made.

Advisers in the Department of Education will help in planning a program that will serve individual student needs and establish eligibility for admission to the student teaching program. Advisers will also help in designing a program to meet the requirements of the state or states in which the student desires certification. Students should consult an adviser in the Department of Education early in their program at Duke and should confer with this adviser at each preregistration period.

## Electrical Engineering

Electrical Engineering utilizes the

electric and magnetic forces of nature and the properties of matter to supply human needs. Because electricity is the most flexible form of energy available to man, the influence of the electrical engineering profession is far-reaching in a technological society. Electrical engineering majors at Duke typically choose either information processing or energy processing as emphasis areas in their curricula. Information processing involves the use of electricity and magnetism to generate, transmit, and store signals—as in television, radar, radio, electronic measuring equipment, and computers. Energy processing involves the use of electricity and magnetism for the generation, transmission, and control of energy—as in rotating machinery, power systems, and automatic control of industrial processes. We are forecasting a considerable demand for electrical engineers in 1977, both because our society is so dependent on electricity and because in 1976, in the United States, there will be awarded only seventy percent as many bachelor's degrees in engineering as in 1972.

The academic program in electrical engineering is unusually flexible for an engineering curriculum. Three required courses in electrical engineering and four electrical engineering electives form the core of the curriculum, which also features a broad foundation in mathematics and the physical sciences. Usually ten to twelve of the thirty-two courses required for the B.S.E. degree are relatively free electives—a minimum of six in the humanities and social sciences.

Prospective majors in electrical engineering should designate the School of Engineering in their admission applications. Additional information is in a booklet concerning the study of engineering at Duke, *Do You Want To Be Prepared To Do It As Well As Think About It?* available from the Office of Undergraduate Admissions.

## English

The study of literature is, and will always be, one of the broadest avenues to a liberal education. It holds wide opportunities to approach and synthe-

size the dimensions of human knowledge and to deal, directly or indirectly, with the great minds of the past and present. These are, essentially, very practical functions just as, at the other extreme, to study literature is to gain insight into the very practical art of communicating through the written word. But perhaps most of man's conscious activity takes place neither on a high metaphysical plane nor on the level of the daily job; on the middle plane where he often lives and acts, literature holds the finest resource for understanding human character and all its complexities, for acquiring a sensitivity to the human condition and its workable values. Finally, everyone has to some degree an aesthetic drive; the study of literature gives it depth, direction, and rich satisfaction.

The varied program of course offerings and the size and diversity of the Duke English faculty give the English major unusual freedom in the choice of his courses, teachers, and classroom styles. The student majoring in English is required to satisfy a pattern of distribution in the department rather than to take specific courses. Usually he will be able to follow his preferences within a wide range of English and American literature and also take courses in such areas as Elizabethan drama or nineteenth-century English literature or contemporary fiction, poetry, and drama.

The seminar and independent study features of the curriculum afford both beginning and advanced students the opportunity to participate in the small-group learning experience. Courses in creative writing, available as early as the freshman year, are taught by members of the faculty who are themselves successful authors.

## Geology

Geology is the science concerned with the study of the earth—the physical processes acting on its surface (water, wind, ice), its composition (rocks and minerals), structure (continents, ocean basins, mountains), economic products (oil, gravel, water, uranium), and past history (origin, shifting positions of land and sea, evolution of life).

Men and women versed in geology are called upon by government and industry to assist in determining the location of petroleum deposits, the nature of natural pollution in streams, or perhaps the prediction of earthquakes. Oceanography, seismology, hydrology, paleontology, and astrogeology are among the research specialties undertaken by modern geologists.

Courses of special interest to the non-major include Geological Environments and Man, The History of the Earth, and Introductory Oceanography. Following the introductory survey courses, basic training for a major in geology is taken in two fields—minerals and rocks, and stratigraphy and structure. The paleontologist must be trained in biology, however, and the mineralogist in chemistry, so the student of geology must extend his training into one or more of the related sciences or mathematics. Provision for interdisciplinary majors and close student-faculty cooperation within the department are additional features of appeal to geology students.

## Germanic Languages and Literature

The study of German is concerned with the language, literature, and cultural traditions of Germany, Austria, and German-speaking Switzerland, and with their cultural, political, and social institutions, since they determine and clarify the context from which the literature arises. Maximum use is made of German in all courses. After having mastered the basic skills of the introductory and intermediate levels, the student proceeds to courses in which the emphasis is placed on reading and analysis of literary texts. All students above the intermediate level have the opportunity to take part in small-group learning experiences which emphasize active contributions by the participants.

Two language laboratories, a German table, a German film series, informal coffee hours, and periodic programs arranged by Delta Phi Alpha, the German honorary, encourage the student's active use of German and bring him into frequent informal contact with members of the teaching staff. The opportunity

to study in Germany exists with full credit for approved academic work taken abroad. Graduating majors compete for several scholarships to study at German universities for one year with all expenses paid. Career opportunities include such areas as government service (e.g., State and Defense Departments), export-import trade, and high school and university teaching.

## Health and Physical Education

The physical education departments offer instruction in a wide variety of activities, opportunities for recreation, individual assessment and developmental programs, and theory courses.

In the men's department, a student undergoes an evaluation of his physical potential and gains an understanding of the physical education process. After a semester of an individualized program of activity, he elects courses suited to his needs. A wide variety of individual, dual, and team sports, as well as sailing and skiing are available. Although there is no major for men, a number of physical education courses are open as electives for the student who wishes to coach in high school, and for others who find them appropriate.

The women's department offers instruction and voluntary participation in eighteen to twenty activities, most of which are at the beginning, intermediate, and advanced levels. It sponsors intramurals for women and for coed groups. Clubs in modern dance and synchronized swimming present performances several times during the year. Women's varsity teams compete in basketball, fencing, gymnastics, hockey, swimming, tennis, and volleyball.

## History

The study of history provides insights into how people of different times and places grappled with the problems of organizing their societies and making life meaningful for themselves. Today, in our age of changing national and world perspectives, a knowledge of history—and of the methods used by

historians to study it—is more important than ever before. The range of subjects offered by the department covers all periods of American history (including Afro-American), European history from classical to contemporary times, Asian, African, Russian, Latin American, and military history, the history of science, technology, and medicine, and the history of women. In all courses, emphasis is placed on encouraging the student to think critically and to master the various techniques of historical investigation through class discussion, lectures, and research.

Discussion sections or seminars add to the variety of learning experiences at every level, from introductory courses in European, non-Western, and American history to advanced seminars. Faculty of all ranks teach both the introductory and the more advanced courses.

The student majoring in history is urged to broaden his understanding by exploring other subjects. Indeed, the student who desires to combine historical studies with a related discipline, or to develop an interdisciplinary Program II curriculum, is encouraged to do so.

For the student majoring in other subjects, every effort is made to offer courses in history which fit a variety of interests and programs of study.

## Management Sciences

The program in management sciences is designed to provide an understanding of businesses and other economic enterprises and their influence on society. Conceptual understanding of, and analytical reasoning related to, problems of modern management are stressed as opposed to "first-job" type skills. The basic tools of mathematical analysis, information systems, organization theory, and economic theory are combined to develop a fundamental understanding of the role and function of complex business organizations in society.

This liberal arts oriented program provides the foundation for those desiring further study in law, business, or the other social sciences as well as those planning to continue their edu-

cation as leadership trainees in many organizations. It is possible to combine this program with in-depth studies in other areas of the student's choice, such as mathematics, the natural sciences, or the other social sciences. Provision, too, is made for professional preparation in accounting, including adequate course work to prepare for the Certified Public Accountant examination.

Work leading to Graduation with Distinction is available for majors in the department.

## Mathematics

Traditionally mathematics is divided into three branches: algebra, analysis, and geometry. The branch called algebra stems from arithmetic and today includes such subfields as linear algebra, polynomials, combinatorial analysis, and number theory, all of which have applications in the social sciences and computer science.

The second branch, analysis, was initiated by Leibniz and Newton toward the end of the seventeenth century. Here the new and basic concept of a limit was introduced, and it has since proved to be one of the most fruitful in mathematics. Analysis is usually considered the most important branch of mathematics since it is indispensable in physics, engineering, and other natural sciences. Today analysis includes such topics as calculus, differential equations, and complex variables.

The third branch of mathematics, geometry, has its origins in the Euclidean geometry studied by the ancient Greeks. Since that time other types of geometries have been developed, although at the same time many topics, geometric in origin, have been absorbed by algebra or analysis. One of the most important subfields of geometry, topology, is fundamental in the study of limits and in establishing the foundations of analysis.

Any student with an interest in the social sciences or the natural sciences should (and probably will be required to) take some mathematics. Normally such a student begins with calculus and proceeds through the calculus sequence. Warning! Any student with a

weak background in mathematics should *not* take calculus simply to satisfy the natural science division requirement. If he must take calculus he is advised to take a pre-calculus course before entering Duke in the fall.

The Director of Undergraduate Studies in the Department will provide further information to interested students.

## Mechanical Engineering

Mechanical Engineering is the application of technology to the generation, transfer, and control of mechanical forces, heat, and states of matter. Five emphasis areas are available to the mechanical engineering major at Duke: automatic control and systems dynamics, materials science and engineering, design of mechanical systems, propulsion and energy conversion, and thermal and fluid sciences. The program also is sufficiently flexible to encourage students to emphasize interdisciplinary areas such as environmental quality and control, industrial administration and business management, ocean engineering, transportation systems engineering, and urban engineering. We are forecasting an increased demand for mechanical engineers in 1977, in part because we anticipate a greater need for technological generalists and also because in 1976, in the United States, there will be awarded only seventy percent as many bachelor's degrees in engineering as in 1972.

The academic program in mechanical engineering features six required courses in mechanical engineering, together with a broad background in mathematics and the physical sciences. Twelve or thirteen of the thirty-two courses required for the B.S.E. degree are relatively free electives—a minimum of five in the humanities and the social sciences. Senior projects and undergraduate laboratories are available in the areas of systems dynamics, materials development, thermal and fluid systems, and systems response and control.

Prospective majors in mechanical engineering should designate the School of Engineering in their admission applications. Additional information is in a booklet concerning the study

of engineering at Duke, *Do You Want To Be Prepared To Do It As Well As Think About It?* available from the Office of Undergraduate Admissions.

## Music

The Department of Music at Duke offers a curriculum of flexibility and latitude. Within the music major, students are encouraged to achieve a balanced experience in three divisions of music study—theoretical analysis and composition, music history, and performance—and to pursue one in upper levels of concentration. The non-major is welcomed into many of the courses and activities of the Music Department. The performer may continue private lessons and participate in the various vocal and instrumental organizations.

The faculty is composed of artists and teachers who are performers, composers, and historians. The low ratio of students to faculty affords the opportunity for sustained individual attention through private and independent study. Class lectures and seminars are supplemented by conferences with visiting scholars, composers, and performers.

Areas of specialization for music majors are the three divisions of music study cited above. In theory and composition, techniques of orthodox and electronic composition are taught by composers, and performances of student works are regularly scheduled. Music history aims at the evaluation of the music styles of Western civilization through reference to the artist and his era. This may be supplemented by the study of non-Western and primitive music. For students interested primarily in performance, private instruction is available in voice, piano, organ, and orchestral instruments. Opportunities for both solo and ensemble performance experience are abundant.

## Nursing

Standard course requirements in the first two years of the School of Nursing Program include two semesters of a laboratory science course (usually biology or chemistry), a freshman English course, three courses in the social

science areas of psychology, anthropology and sociology, a basic statistics course, and a two-semester human ecology course. Two semesters of physical education must be completed within the first two years. Other courses necessary to bring the lower division total to sixteen are selected by the student, with the assistance of her academic adviser, in accordance with her specific goals and interests.

A number of students may wish to complete lower division requirements at other colleges. However, they must make provision for meeting the human ecology requirement when seeking admission. All transfer students, including registered nurses, are considered on an individual basis and are encouraged to seek advice early in their planning. Courses being considered for transfer must be approved by Duke.

The focus of the junior and senior years is on the nursing phase of the curriculum. The third year is devoted largely to the broad role of nursing in health and illness while the senior year provides increased depth in both these areas. Required and elective courses in nursing are offered, including independent study. Due to the flexible curriculum students may develop an area of concentration within nursing or develop a second major in the humanities, behavioral sciences, or natural sciences. Individually planned experiences provide the student with opportunities to practice skills, develop an understanding of the entire nursing process, and assume those characteristics which mark the professional nurse.

Questions should be directed to the Office of the Dean of the School of Nursing.

## Philosophy

Philosophy is the attempt to illuminate and, if necessary, to criticize the most fundamental concepts which are present in human thought. These concepts form the various ways in which we comprehend ourselves and the world in which we live. In metaphysics, these are such basic concepts as mind, matter and real existence; in epistemology, or the theory of knowledge, such concepts

as rational belief, truth, evidence, and justification. Ethics is an examination of value, morality, goodness, and obligation. Logic deals with the concepts and principles which are involved in any argument or proof, such as validity, inference, and systematic thought.

A study of philosophy does not in itself lead directly to any career except the teaching of philosophy. But students planning a career in other areas will often major in philosophy because of its value in making us aware of the methods, assumptions, and goals of whatever field one works in, and in stimulating a broad vision of ourselves and the world by raising ultimate questions. Many law schools encourage a major in philosophy, for example, for its development of critical and analytic thought.

There are two types of courses included in the philosophy curriculum—systematic and historical courses. The former are more directly problem-oriented, whereas the latter approach philosophical problems in terms of the thought of some of the great thinkers of the past and present. Many courses of the former type, however, such as the standard Introduction to Philosophy, also involve a certain amount of reading in the philosophical classics.

## Physics

The field of physics is one of the most absorbing subjects in the natural sciences. The theories of relativity and quantum mechanics not only have altered the direction of physics but also have changed man's philosophical ideas of nature. The invention of the transistor has produced a revolutionary change in the electronics and computing industries; the impact of the Laser may prove to be just as revolutionary. The study of elementary particles is proceeding on the frontiers of our knowledge about the nature of matter.

At the introductory level, the Department of Physics offers a course to students who wish to learn about the ideas and discipline of physics and another to those who will need a more intensive study of the field either for a major in physics or in some other science. The undergraduate majoring in physics

does not specialize in a given field of physics, but receives an extensive training in several basic areas. The sequence of courses is introductory physics, modern physics, mechanics, thermodynamics and kinetic theory, electromagnetic theory, optics, quantum mechanics, and an advanced physics laboratory.

At all levels there exists the opportunity to become aware of, and perhaps affiliated with, the research being carried out in the fields of nuclear physics, elementary particle physics, the structure of molecules and solids using both microwave and optical techniques, the properties of matter at temperatures approaching absolute zero, and theoretical physics.

## Political Science

The department of Political Science seeks to convey an understanding of the philosophies, practices, and problems of government and politics. In pursuing this broad objective a variety of materials and approaches is used: historical, legal, institutional, philosophical, empirical, and quantitative. As a consequence, political science is a broadly based social science, one sharing the aims of a liberal arts education as well as one evoking concern for an understanding of the public policy problems of our time. Political science seeks to understand why human beings behave as they do in the arena of politics. It is concerned both with the collection of empirical data about such behavior, with an examination of the process of decision-making and with the normative judgments which influence a political decision. Although a benefit to those students seeking a broad liberal education, the study of political science is likely to be of special usefulness to those interested in a career in law, politics, business, journalism, teaching, foreign service, and government employment.

The student of political science should begin with the introductory course, the American Political System. He may then proceed into more advanced work in American politics, into the comparative study of political systems, into the study of international

politics, or into the study of political theory.

A student majoring in political science must take a total of eight courses in the department, including at least two graduate courses or senior seminars, and including at least one course in three of the four basic areas of the curriculum: political theory, American politics, comparative politics, and international relations. Opportunities are also available for independent study and internship credit during the course of study.

## Psychology

Psychology is the study of the behavior and experiences of living organisms. Depending upon the nature of the particular problem, psychological study shares the character of the natural sciences on some occasions and that of the social sciences on others.

The undergraduate major in psychology does not prepare a student for immediate practical work in the field. Rather, the chief objective of the undergraduate program is to acquaint students with principles and methods and provide them with some understanding about how the broad range of psychological inquiry is conducted. The field rests on research findings about such diverse topics as brain-behavior relationships in animals and men, the determinants of learning and remembering, biological and social origins of motivation, the development of traits and attitudes, and the conditions and consequences of social influence.

The Department of Psychology seeks to recognize the diversity of content by offering four first-level lecture courses. Collectively, these courses are intended to give beginning students an opportunity for lively engagement with specific fields and methods of investigation.

Available at the intermediate and advanced levels are lecture courses as well as a variety of laboratory courses involving the design, and often the execution, of experiments in specific problem areas. The latter are taught in small groups of twelve to twenty students. For the capable major who seeks

intensive involvement with special problems in research and theory, opportunity for study is available in group tutorials, graduate-undergraduate seminars, and independent work under faculty supervision.

## Public Policy Studies

Public policy is the formal product of governmental action. The academic study of public policy involves analysis both of the processes by which government organizations design and implement particular policies, and of the effects which those policies have on society. The undergraduate major in public policy studies, offered by the Duke Institute of Policy Sciences and Public Affairs, aims to provide students with the theory and tools needed to perform policy-related field research, evaluate the impact of specific policies, and make complex policy decisions.

Through a series of core courses on economic and political analysis, statistical methods, and normative theory, majors in public policy studies will acquire a set of analytical tools. They will gain first-hand experience in utilizing these tools by taking a multidisciplinary internship course, which combines two semesters of classroom study of a particular problem area with a summer internship of work in an organization developing policy for that area. Internship courses deal with communication, health, justice, urban services, education, international economic issues, and environmental matters.

## Religion

If entering students have had courses of instruction in religion, they will, very likely, have had them in contexts quite different from that provided by the Department of Religion at Duke. Rather than to inculcate or discipline faith or belief, the function of the department is to address with various methods the subject matter and problems around which it is organized. This means that work in religion supports and is complemented by work done in other departments of the University, especially in the humanities and the social sciences.

The faculty of religion attempts to clarify for students the importance of the religious factor to a period of history or to some form of human experience. It attempts as well to increase in students their appreciation for matters of religion and their ability to employ appropriate methods for understanding them.

The nature of the material and the range of approaches allow the major in religion a breadth of choices for concentration, providing him with a basis for entering later either professional or graduate study in religion or professional training or advanced work in some other field. Non-majors will find courses offered by the department that are related to work they are doing in their own major fields.

The principal areas of work within the department are these: Biblical studies, the history of Christian life and thought, the history and phenomenology of religions, religion and social sciences, and religion and the humanities. The department regularly offers seminars and courses open to freshmen which lead to more advanced work within these several areas.

## Reserve Officers Training Program

**The Department of Aerospace Studies (AFROTC)** functions as a regular department of instruction. It provides to selected college men and women a professional education leading to a commission as a second lieutenant in the Air Force Reserve. Freshmen and sophomores enroll in the General Military Course and, upon its successful completion, may apply for continuation in the Professional Officer Course. Draft exemption is provided when necessary. A provision exists for interested cadets to request delay of entry on active duty for the purpose of attending graduate school.

Qualified freshmen and sophomores who earn a C+ average may apply for an Air Force Scholarship during the spring semester. At Duke this amounts to approximately \$3,700.00 annually and is effective beginning in the fall of the following school year. No additional active service commitment is involved.

Qualified seniors may participate in a 35-hour Flight Instruction Program using light aircraft, and those who complete it may secure a civilian private pilot's license.

Students wishing to learn more about this program should address their inquiries to the Professor of Aerospace Studies, Duke University. Advanced registration may be made in the manner prescribed by the University for other courses, or by contacting the Department of Aerospace Studies, Room 138, Social Science Building, during Freshman Week.

**The Department of Naval Science** offers a course of professional studies, complementary to other departmental curricula, leading, upon graduation, to a commission in the Navy or Marine Corps or their Reserves. Students selected in the annual national competition are enrolled in the NROTC College Scholarship Program which provides full tuition, books, and \$100 monthly allowance for up to four years. Other students select the College Program which provides only the \$100 monthly allowance in the junior and senior years. Draft exemption is provided where applicable, and provision exists for delay of active duty to attend graduate school. For additional details see the section on Financial Information and write to the Director of Undergraduate Studies, Department of Naval Science.

## Romance Languages

When a student elects to concentrate in French or Spanish, he has decided to study in depth two important aspects of a particular culture—the language and the literature. At Duke he may elect either a language or literature major. Each channel will require courses in both language and literature, but in different proportions. Skill in the use of the language will provide insights and appreciation of literary works, and conversely acquaintance with literary works will strengthen the language skills. Both language and literature will create appreciation and sympathy for the people whose culture they represent.

The study of a national literature must

be made within the perspective of the humanities and history. It is important, then, to balance the major literary program by incorporating into it related study in history, fine arts, and other literature. In the language major related study is desirable in other languages and in linguistic theory.

Courses in Italian and Portuguese are offered by the department although neither may qualify as a major area of study.

Students may take advantage of Duke's association with the Vanderbilt Abroad programs or the Junior Year Abroad programs of other colleges and universities.

In the senior year, especially qualified students may pursue independent studies leading to Graduation with Distinction. Career opportunities for Romance language majors include such areas as government service, international agencies, export-import trade, international transportation, social service in minority areas, libraries, museums, and high school and college teaching.

## Slavic Languages and Literatures

Russian, a language spoken by over two hundred million people in the Soviet Union, ranks with English and Chinese as one of the major world languages. A knowledge of the language is indispensable in many positions in the federal government, private business, library work, and research institutions dealing with social or natural sciences. The recent political and economic rapprochement between the United States and the Soviet Union promises to open up many new areas in which Russian specialization will be at a premium. There is also a growing need for qualified Russian teachers on the high school and college level.

Practical advantages aside, the study of Russian literature is richly rewarding as an esthetic and cognitive experience. The body of Russian literature is second to none in quality and serves to increase the student's understanding of Soviet culture.

Despite the popular misconception concerning the special difficulties of

Russian, the language is a member of the Indo-European family of languages and is thus related to English with which it shares many cognates. The Russian alphabet can be mastered in about two weeks; Russian syntax is much less complicated than German or even English.

Russian majors take four years of language instruction including reading in the original Russian of literary and historical texts in the higher level language courses. A variety of courses on individual writers and literary periods exists in translation for majors and non-majors alike, although majors are required to do part of the reading in Russian in these courses. The emphasis is increasingly placed on the more relevant periods of the nineteenth and twentieth centuries. In addition to Russian literature, courses in Polish literature, the second most important Slavic literature, are offered in English translation.

## Sociology

Sociology is concerned not only with the description of social patterns but with their explanation. The investigation of the underlying conditions that produce, maintain, and transform social life is the central focus. Through a never-ending interplay between ideas or theories and the systematic collection of information, sociologists seek to develop generalizations about such matters as race relations, the organization of communities, and deviations from normal social behavior. As a part of a liberal arts curriculum, sociology contributes to a greater understanding of human experience and society.

A general course introduces the student to the scope, concepts, and methods of sociology while preparing him for more concentrated study in specific areas such as industrial relations, urban studies, the family, mass communications, and collective behavior. Different perspectives on social life are reflected in courses in demography, social psychology, social organization, and the analysis of the life cycle.

The Department of Sociology offers a varied program to undergraduates who

wish to concentrate on the study of human behavior. Many majors view their work in the department as preparation for graduate work in the social sciences. Others find it valuable as background for professional training in such diverse fields as law, social administration, and health services. Still others find that it provides direct access to positions with local, state, and federal government, community action and development programs, and other such work in applied sociology.

The department provides its majors with opportunities for learning the basic skills needed for sociological research. Courses are offered in sociological theory, methodology, and statistics, and advanced undergraduates are encouraged to take part in one or more of the on-going research projects within the department. Majors who are studying for honors may conduct their own individual research projects.

## Zoology

The complex nature of modern biology is reflected in the diversity of programs which are open to zoology majors. Students who are primarily interested in obtaining a broad, basic training in biology will find that a variety of courses in genetics, ecology, morphology, physiology, and cell and developmental biology is available.

Other students may specialize in such interdisciplinary subjects as physiological ecology, biochemical genetics, biophysics, and marine biology, or more strictly zoological subjects such as animal behavior and vertebrate biology. At the more advanced levels, students are encouraged to become involved in research tutorials, and other special projects in their areas of specific interest. Junior and senior students may apply for a semester's study in the interdisciplinary program in the marine sciences at the Duke University Marine Laboratory in Beaufort, North Carolina.

Most of the recent progress in biology has come, not from the expansion of traditional fields of botany or zoology, but from the incorporation of ideas and techniques derived from the physical sciences and mathematics. As part of their biological training, most zoology

majors need to become familiar with at least elements of calculus, physics, and organic chemistry. The Zoology Department recommends introductory courses in these subjects and frequently recommends additional work in the appropriate areas.

With the permission of the Director of Undergraduate Studies in Zoology, students who score 3 or better on the CEEB Advanced Placement Program Examination in Biology, or who complete two years of high school biology may bypass the introductory course.

## Special Programs

**Comparative Area Studies** in Asia, Africa, and Latin America is a new interdisciplinary major which includes extensive coursework in a particular geographic area and its language, less extensive work in a second geographic area, and additional study in an appropriately related discipline. An interdisciplinary seminar in the senior year is designed to bring together a number of themes for comparative treatment.

**Comparative Literature** is the study of the interrelationships of national literatures through the comparison of significant authors, ideas, currents, themes, and literary genres in different ages and cultures. The Committee on Comparative Literature assists students in creating responsible programs, although all majors take introductory and advanced courses in comparative literature, and read extensively, in the original, the literature of a foreign language. Reading knowledge of a second foreign language is required.

### The Marine Sciences Program

makes it possible for qualified juniors and seniors to live and study at the Duke University Marine Laboratory, Beaufort, North Carolina, during the spring term. The semester program consists of two courses and a seminar in addition to independent research. The design of the program permits a student to continue study at the Marine Laboratory during the summer either by participating in senior-graduate courses or by continuing the independent studies initiated during the spring term.

**The University Program in Genetics** provides a coherent course of study in all facets of biology related to genetics. Students interested in preparation for advanced work in genetics or wishing to take an interdisciplinary major in this area may do so with departmental approval.

**Asian and African Languages**—Chinese, Japanese, Hindu-Urdu, and Swahili—are offered for course credit, although no major is available in the field.

**Linguistics** courses may be taken as electives by advanced students, although no major is offered in the field.

**The Program in Medieval and Renaissance Studies**, an interdisciplinary major, is designed to provide the student with a well-rounded understanding of the historical, cultural, and social forces that shaped the medieval and Renaissance periods. The program is divided into four areas of study: fine arts (art and music); history; language and literature (French, German, Greek, Italian, Latin, and Spanish); and philosophy-religion.

# Statistical Profile Students Entering 1972

## Class Rank by Decile

	TRINITY COLLEGE OF ARTS AND SCIENCES						ENGINEERING			NURSING			ALL COLLEGES		
	(Men)			(Women)			App.	Acc.	Mat	App.	Acc.	Mat	App.	Acc.	Mat
	App.	Acc.	Mat.	App.	Acc.	Mat									
Public															
top 10%	1377	686	353	1125	548	305	197	168	70	96	83	51	2795	1485	7
2nd	516	84	58	262	34	24	80	45	22	41	25	16	899	188	1
3rd	256	30	26	102	2	2	41	14	8	26	8	4	425	54	
4th	121	15	12	36	1	1	18	2	1	10	1	1	185	19	
5th	76	10	9	9	0	0	10	2	2	10	2	2	105	14	
Below	62	1	1	10	2	1	9	0	0	3	0	0	84	3	
Not Given	182	42	10	146	27	6	36	18	5	19	9	4	383	96	
Total	2590	868	469	1690	614	339	391	249	108	205	128	78	4876	1859	98
Private															
top 10%	255	140	51	181	98	39	34	32	8	11	8	5	481	278	10
2nd	159	42	21	92	37	25	24	15	8	6	5	1	281	99	
3rd	137	25	19	79	19	16	18	7	3	4	2	2	238	53	
4th	91	21	13	43	7	6	15	8	4	8	4	2	157	40	
5th	61	7	6	27	6	5	11	4	3	2	0	0	101	17	
Below	120	12	10	48	4	2	21	5	2	12	2	1	201	23	
Not Given	277	82	24	152	42	19	33	18	6	9	4	3	471	146	
Total	1100	329	144	622	213	112	156	89	34	52	25	14	1930	656	30
Grand Total	3690	1197	613	2312	827	451	547	338	142	257	153	92	6806	2515	128

## Scholastic Aptitude Test Score Range

	TRINITY COLLEGE OF ARTS AND SCIENCES						ENGINEERING			NURSING			ALL COLLEGES		
	(Men)			(Women)			App.	Acc.	Mat.	App.	Acc.	Mat.	App.	Acc.	Mat.
	App.	Acc.	Mat.	App.	Acc.	Mat.									
Verbal															
700-800	334	235	71	269	193	87	27	23	7	7	7	1	637	458	16
650-699	619	319	153	431	219	120	67	59	23	26	24	16	1143	621	31
600-649	821	294	162	500	192	105	94	84	35	43	39	23	1458	609	32
550-599	772	193	121	473	111	62	125	93	42	59	48	27	1429	445	25
500-549	563	90	54	327	63	43	108	52	23	45	20	17	1043	225	13
Below 500	550	66	52	293	49	34	117	27	12	73	15	8	1033	157	10
Not Given	31	0	0	19	0	0	9	0	0	4	0	0	63	0	
Total	3690	1197	613	2312	827	451	547	338	142	257	153	92	6806	2515	129
Mathematical															
700-800	920	513	220	271	174	76	176	146	55	9	9	3	1376	842	35
650-699	873	313	164	455	226	123	138	105	51	25	23	13	1491	667	35
600-649	788	197	104	542	186	107	114	61	29	54	50	32	1498	494	27
550-599	566	102	75	480	128	76	57	24	7	63	38	25	1166	292	18
500-549	279	52	35	288	63	39	30	2	0	43	22	13	640	139	8
Below 500	232	20	15	257	50	30	23	0	0	59	11	6	571	81	5
Not Given	32	0	0	19	0	0	9	0	0	4	0	0	64	0	
Total	3690	1197	613	2312	827	451	547	338	142	257	153	92	6806	2515	129

Undergraduate Assistance

Amount of Need	Number of Students	Grant Funds	Loan Funds	Job Funds	Total Aid
\$1-\$999	105	\$ 14,686	\$ 43,400	\$ 18,870	\$ 76,756
\$1000-\$1999	312	174,561	171,350	94,300	440,211
\$2000-\$2999	388	557,178	197,975	127,600	882,753
\$3000-\$3999	275	643,380	130,630	96,250	870,260
\$4000	86	259,150	31,950	25,700	316,800
	1166	\$1,648,955	\$575,305	\$362,720	\$2,586,980

Transfer Admission

School or College	Applied	Accepted	Entered
Engineering	27	15	8
Nursing	75	29	15
Trinity College, Men	212	111	69
Trinity College, Women	311	144	71
Total	625	299	163

Geographical Distribution

Region	Number Matriculated	Percentage of Class
North Carolina:	228	17
Other South, Southeast: (Ky., Tenn., Ark., La., Miss., Ala., Ga., S. C., Fla.)	245	19
Midwest: (N.D., S. D., Neb., Kansas, Mo., Iowa, Minn., Wisc., Ill., Mich., Ind., Ohio)	154	12
West., Southwest: (Wash., Ore., Calif., Nev., Idaho, Mont., Wyo., Colo., Utah, Ariz., N. Mex., Texas, Okla., Alaska, Hawaii)	50	4
Mid-Atlantic: (D. C., Md., W. Va., Va.)	218	17
New England: (Maine, N. H., Vt., Mass., R. I., Conn.)	62	5
Northeast: (N. Y., N. J., Penn., Del.)	327	25
Foreign:	14	1

Advanced Placement

Number of Students Presenting Scores	386
Number of Secondary Schools Represented	275
Number of Tests Submitted	639 or 100%
Credit Granted	261 or 40.8%
Deferred Credit Granted	230 or 36.0%
Placement but no Credit	20 or 3.2%
No Placement, No Credit	128 or 20.0%

## **Undergraduate Calendar—1973–74**

### **1973**

August 30	Orientation begins
August 31	Registration
September 4	Fall semester classes begin
November 20	Thanksgiving recess begins 6:00 p.m.
November 26	Classes are resumed 9:00 a.m.
December 11	Classes end 6:00 p.m.
December 12–13	Reading period
December 14	Final examinations begin
December 20	Final examinations end

### **1974**

January 10	Registration for spring semester
January 14	Spring semester classes begin
March 15	Spring recess begins 6:00 p.m.
March 25	Classes are resumed 9:00 a.m.
April 26	Spring semester classes end
April 27–29	Reading period
April 30	Final examinations begin
May 6	Final examinations end
May 11–12	Commencement

"If you share these concerns about what is going on out in 'the real world', if you want to experiment with alternative ways of relating to people of the opposite sex or of opposite views, if you want an education which speaks to these concerns and alternatives, you can find it at Duke University, but you have to work for it. We welcome you to experience Duke, and we want to share with you in our struggle to make the Duke community one in which learning, love, and life are integrated."

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Durham, N. C. 27706

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Volume 45 June 1973 No. 11

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# **Bulletin of Duke University 1973-1974**

**Divinity School**



# **Bulletin of Duke University**

**Divinity School**

**1973-1974**

**Durham, North Carolina 1973**

Volume 45

August, 1973

Number 13

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# Calendar of the Divinity School

## 1973

### August

- 30 Thursday—Orientation for new students begins
- 31 Friday—Orientation continues

### September

- 4 Tuesday, 8:30-12:30—Registration of all returning students
- 4 Tuesday, 1:30-4:00—Registration of all new students
- 5 Wednesday, 8:20 a.m.—Fall semester classes begin
- 5 Wednesday, 9:30 a.m.—Divinity School Opening Convocation
- 19 Wednesday—Last day for changing courses for the fall semester

### October

- 29-31 Monday-Wednesday—Divinity School Convocation and Pastors' School with Gray Lectures

### November

- 13 Tuesday, 8:30-1:00—Preregistration for spring semester, 1974
- 21 Wednesday, 6:00 p.m.—Thanksgiving recess begins
- 26 Monday—Classes resume

### December

- 9 Sunday—Founders' Day
- 11 Tuesday—Fall semester classes end
- 12-13 Wednesday-Thursday—Reading period
- 14 Friday—Final examinations begin
- 20 Thursday—Final examinations end

## 1974

### January

- 14 Monday—Registration for spring semester
- 15 Tuesday, 8:20 a.m.—Spring semester classes begin
- 29 Tuesday—Last day for changing courses

### March

- 8 Friday—Spring recess begins
- 18 Monday—Classes resume

### April

- 9 Tuesday—Preregistration for fall semester, 1974
- 12. 15 Friday, Monday—Easter recess
- 24 Wednesday—Spring semester classes end
- 24 Wednesday, 9:30 a.m.—Closing Convocation
- 25-29 Thursday-Monday—Reading period
- 30 Tuesday—Final examinations begin

### May

- 6 Monday—Final Examinations end
- 11 Saturday—Commencement begins
- 11 Saturday, 7:30 p.m.—Divinity School Baccalaureate Service
- 12 Sunday—Baccalaureate Services and Commencement Exercises

# University Administration

## GENERAL ADMINISTRATION

Terry Sanford, J.D., LL.D., D.H., L.H.D., D.P.A., *President*  
John O. Blackburn, Ph.D., *Chancellor*  
Frederic N. Cleaveland, Ph.D., *Provost*  
Charles B. Huestis, *Vice President for Business and Finance*  
William G. Anlyan, M.D., *Vice President for Health Affairs*  
Stephen Cannada Harward, A.B., C.P.A., *Treasurer and Assistant Secretary*  
J. Peyton Fuller, A.B., *Controller*  
Harold W. Lewis, Ph.D., *Vice Provost and Dean of the Faculty*  
John C. McKinney, Ph.D., *Vice Provost and Dean of the Graduate School*  
Robert C. Krueger, D.Phil., *Vice Provost and Dean of Trinity College of Arts and Sciences*  
Frederick C. Joerg, M.B.A., *Assistant Provost for Academic Administration*  
Joel L. Fleishman, LL.M., *Vice Chancellor for Public Policy Education and Research;*  
*Director of Institute for Policy Sciences and Public Affairs*  
Benjamin Edward Powell, Ph.D., *Librarian*  
Clark R. Cahow, Ph.D., *University Registrar*  
Victor A. Bubas, B.S., *Assistant to the President*  
Rufus H. Powell, LL.B., *Secretary of the University*  
A. Kenneth Pye, LL.M., *University Counsel*

## DIVINITY SCHOOL EDUCATIONAL ADMINISTRATION

Thomas A. Langford (1956), B.D., Ph.D., *Dean of the Divinity School*  
Dwight Moody Smith (1965), B.D., Ph.D., *Associate Dean for Curricular Affairs*  
Joseph B. Bethea (1972), B.D., *Director of Black Church Studies*  
Early Clifford Shoaf (1972), B.D., *Director of Field Education*  
Shirley O'Neal (1966), *Administrative Assistant for General Administration and Finance*  
B. Maurice Ritchie (1973), B.D., Th.M., *Director of Admissions and Student Affairs*

## Division of Advanced Studies

Waldo Beach (1946), B.D., Ph.D., *Supervisor, Master of Theology Program*  
Franklin W. Young (1968), B.D., Ph.D., *Director of Graduate Studies in Religion*

## Division of Special Studies

James M. Efird (1962), B.D., Ph.D., *Director of Student Academic Affairs*  
Richard A. Goodling (1959), B.D., Ph.D., *Director, Programs in Pastoral Psychology*  
P. Wesley Aitken (1963), B.D., Th.M., *Director, Clinical Pastoral Education*  
McMurry S. Richey (1954), B.D., Ph.D., *Director of Continuing Education*

## Library

Donn Michael Farris (1950), M.Div., M.S. in L.S., *Librarian*  
Harriet V. Leonard (1960), M.Div., M.S. in L.S., *Reference Librarian*  
Betty Walker, B.A., *Circulation Librarian*  
Mary Robinson, B.A., *Assistant Circulation Librarian*

## Faculty and Staff

- Lloyd Richard Bailey (1971), B.D., Ph.D., *Associate Professor of Old Testament*  
Frank Baker (1960), B.D., Ph.D., *Professor of English Church History*  
\*Waldo Beach (1946), B.D., Ph.D., *Professor of Christian Ethics*  
†John K. Bergland (1973), M.Div., *Associate Professor of Homiletics*  
Robert Earl Cushman (1945), B.D., Ph.D., L.H.D., *Research Professor of Systematic Theology*  
†William David Davies (1966), M.A., D.D., F.B.A., *George Washington Ivey Professor of Advanced Studies and Research in Christian Origins*  
James Michael Efrid (1962), B.D., Ph.D., *Associate Professor of Biblical Languages and Interpretation*  
Donn Michael Farris (1950), M.Div., M.S. in L.S., *Professor of Theological Bibliography*  
Richard E. Gillespie (1971), B.D., *Instructor in Historical Theology*  
Richard A. Goodling (1959), B.D., Ph.D., *Professor of Pastoral Psychology*  
Stuart C. Henry (1959), B.D., Ph.D., *Professor of American Christianity*  
Frederick Herzog (1960), Th.D., *Professor of Systematic Theology*  
Osmond Kelly Ingram (1959), B.D., *Professor of Parish Ministry*  
§Creighton Lacy (1953), B.D., Ph.D., *Professor of World Christianity*  
Thomas A. Langford (1956), B.D., Ph.D., *Professor of Systematic Theology*  
Paul A. Mickey (1970), B.D., Th.D., *Assistant Professor of Pastoral Theology*  
§Roland E. Murphy (1971), M.A., S.T.D., S.S.L., *Professor of Old Testament*  
†Jill Raitt (1973), M.A., Ph.D., *Associate Professor of Historical Theology*  
McMurry S. Richey (1954), B.D., Ph.D., *Professor of Theology and Christian Nurture*  
Charles K. Robinson (1961), B.D., Ph.D., *Associate Professor of Philosophical Theology*  
John Jesse Rudin, II (1945), B.D., A.M., Ph.D., *Associate Professor of Christian Communications*  
Dwight Moody Smith, Jr. (1965), B.D., M.A., Ph.D., *Professor of New Testament Interpretation*  
Harmon L. Smith (1962), B.D., Ph.D., *Professor of Moral Theology*  
David Curtis Steinmetz (1971), B.D., Th.D., *Associate Professor of Church History and Doctrine*  
Robert L. Wilson (1970), B.D., M.A., Ph.D., *Research Professor of Church and Society*  
Franklin Woodrow Young (1968), B.D., Ph.D., *Amos Ragan Kearns Professor of New Testament and Patristic Studies*

## FACULTY, DEPARTMENT OF RELIGION

(Teachers in graduate program in religion whose courses are open to Divinity School students.)

### Professors

- David G. Bradley (1949), Ph.D.  
Robert Osborn (1954), B.D., Ph.D.  
William H. Poteat (1960), B.D., Ph.D.  
James L. Price (1952), B.D., Ph.D.

### Associate Professors

- Henry B. Clark (1966), Ph.D.  
Wesley A. Kort (1965), Ph.D.  
Eric M. Meyers (1969), Ph.D.  
Harry B. Partin (1964), B.D., Ph.D.  
Orval Wintermute (1958), B.D., Ph.D.

### Assistant Professor

- James H. Charlesworth (1969), B.D., Ph.D.

\*Sabbatical Leave, fall semester, 1973.

†Appointment effective September 1, 1973.

‡On leave, 1973-74.

§Sabbatical leave, 1973-74.

## ASSOCIATES IN INSTRUCTION

- P. Wesley Aitken (1953), B.D., Th.M., *Chaplain Supervisor, Duke Medical Center and Part-time Assistant Professor of Clinical Pastoral Education in the Divinity School*  
John William Carlton (1969), B.D., Ph.D., *Adjunct Professor of Preaching*  
Philip R. Cousin (1969), S.T.B., *Lecturer in Church and Society*  
Edwin R. Garrison (1972), B.D., D.D., LL.D., *Visiting Consultant for Field Education and Continuing Education (Former Bishop of the Dakotas Area)*  
John C. Detwiler (1966), B.D., Th.M., *Chaplain Supervisor, Duke Medical Center, and Instructor in Clinical Pastoral Education*  
John Kennedy Hanks (1954), M.A., *Lecturer in Sacred Music, Director of the Divinity School Choir, and Professor of Music, Duke University*  
Carlyle Marney (1972), Th.M., Th.D., Litt.D., D.D., *Visiting Professor of Preaching*  
M. Wilson Nesbitt (1958), B.D., D.D., *Adjunct Professor of the Work of the Rural Church*

## EMERITI

- Kenneth Willis Clark (1931), B.D., Ph.D., D.D., *Professor Emeritus of New Testament and Co-Director of the International Greek New Testament Project*  
James T. Cleland (1945), M.A., S.T.M., Th.D., D.D., *James B. Duke Professor Emeritus of Preaching*  
William Arthur Kale (1952), B.D., D.D., *Professor Emeritus of Christian Education*  
Hiram Earl Myers (1926), S.T.M., D.D., *Professor Emeritus of Biblical Literature*  
Ray C. Petry (1937), Ph.D., LL.D., *James B. Duke Professor Emeritus of Church History*  
H. Shelton Smith (1931), Ph.D., D.D., Litt.D., *James B. Duke Professor Emeritus of American Religious Thought*  
Hersey Everett Spence (1918), A.M., B.D., D.D., Litt.D., *Professor Emeritus of Religious Education*  
William Franklin Stinespring (1936), M.A., Ph.D., *Professor Emeritus of Old Testament and Semitics*  
Arley John Walton (1948), B.S.L., D.D., *Professor Emeritus of Church Administration and Director of Field Work*

## SECRETARIAL STAFF

- Lavon O. Buchanan, *Faculty Secretary*  
Mary P. Chestnut, *Faculty Secretary*  
Vivian P. Crumpler, *Faculty Secretary*  
Ann C. Daniels, *Faculty Secretary*  
Rose Marie Davis, A.B., *Secretary to the Director of Graduate Studies in Religion*  
Rebecca Ann Fowler, *Faculty Secretary*  
Clara S. Godwin, *Secretary to the Dean*  
Patricia M. Haugg, *Faculty Secretary*  
Maxie B. Honeycutt, *Administrative Secretary for Student Financial Aid*  
Anne B. Kellam, *Secretary to the Director of Admissions and Student Affairs*  
Joan F. Lunsford, *Secretary to the Director of Admissions and Student Affairs*  
Margie M. Meeler, *Secretary to the Director of Field Education*  
Frances D. Parrish, *Secretary to the Director of the J. M. Ormond Center for Research, Planning and Development*  
Norma J. Tate, *Faculty Secretary*  
Judy L. Williams, *Administrative Secretary, Registry*

## DIVINITY SCHOOL COUNCILS AND COMMITTEES 1973-1974

### Faculty Executive Council

The Dean; Representatives: Goodling, Herzog, M. Smith, Steinmetz; Members-at-Large—Bailey (2), Wilson (1), Young (3), Henry (1), Robinson (3).

### Administrative Committees

*Academic Standing:* The Dean, *ex officio*; Efird, Ritchie, M. Smith, *ex officio*.

*Admissions:* The Dean, Ritchie, *ex officio*; Bailey, Bethea, Efird, Ingram, Mickey. 2 Student Representatives—Phil Hathcock (1), Carol Lipscomb (1).



*Field Education:* Wilson, Bethea, Goodling, Nesbitt, Shoaf, H. Smith. Student Representative—Janice Johnson.

*Continuing Education:* Richey, Bethea, Ingram, Leonard, Nesbitt; Student Representatives—Bert Blomquist, Don Shuman.

*Library:* Farris, *ex officio*; Baker, Gillespie, Raitt, M. Smith; Student Representative—Rich Knox.

*Ministerial and Professional Qualifications (Judiciary):* Ritchie, Bergland, Ingram; 3 Student Representatives.

*Student Financial Aid:* The Dean, *ex officio*; Bethea, Honeycutt, Nesbitt, O'Neal, Ritchie, Shoaf, Wilson. Student Consultants—Jim Harris, Doug Dowling.

*Ad Hoc Archives:* Cushman, Henry.

## Educational Affairs Council

The Dean, *ex officio*; Representatives: Goodling, Herzog, M. Smith, Steinmetz; Elected Members: Bailey (1), Efird (1), Henry (1), Mickey (1), Wilson (1); Students: Mike Coyner (1), Drew Henry (1), Carl Johnson (1), Mary Hurmence (1).

## Academic Program Committees

*Academic Advisers:* Efird, *ex officio*; Raitt, Ritchie. 2 Student Representatives.

*Master of Theology Supervision:* Goodling, Richey.

## Joint and Special Committees

*Chapel Worship:* Bergland, Bethea, Ingram, Mickey, Hanks, *ex officio*; Rudin, Worship Counselor; Students—Pam Haddon, David Noyes, Sue Culbertson.

*Divinity School Review:* Robinson, Farris, Gillespie, Ingram. 2 Student Representatives.

*Lecture Program:* Richey, Henry, Raitt, Young. 2 Student Representatives.

*St. Michael's (Dumfries) Associates:* H. Smith, Ritchie. 1 Student Representative.

*Social Concerns:* H. Smith, Bergland, Gillespie.

## Divinity School Board of Visitors

Dr. Bernhard W. Anderson, Princeton, New Jersey

Bishop Robert M. Blackburn, Raleigh, North Carolina

Mrs. Blanche Brian, Raleigh, North Carolina

Judge J. Braxton Craven, Jr., Asheville, North Carolina

Mr. Richard C. Erwin, Winston-Salem, North Carolina

Mrs. Doak Finch, Thomasville, North Carolina

The Reverend Ernest A. Fitzgerald, Winston-Salem, North Carolina

Dr. James W. Fowler, III, Cambridge, Massachusetts

The Reverend W. Wallace Fridy, Columbia, South Carolina

Bishop Kenneth Goodson, Birmingham, Alabama

The Reverend Nicholas W. Grant, Raleigh, North Carolina

Mr. William R. Henderson, High Point, North Carolina

Bishop Earl G. Hunt, Jr., Charlotte, North Carolina

Dr. Major J. Jones, Atlanta, Georgia

The Reverend Dr. Frank Jordan, Lake Junaluska, North Carolina

Dr. H. Burnell Pannill, Ashland, Virginia

Dr. A. Craig Phillips, Raleigh, North Carolina

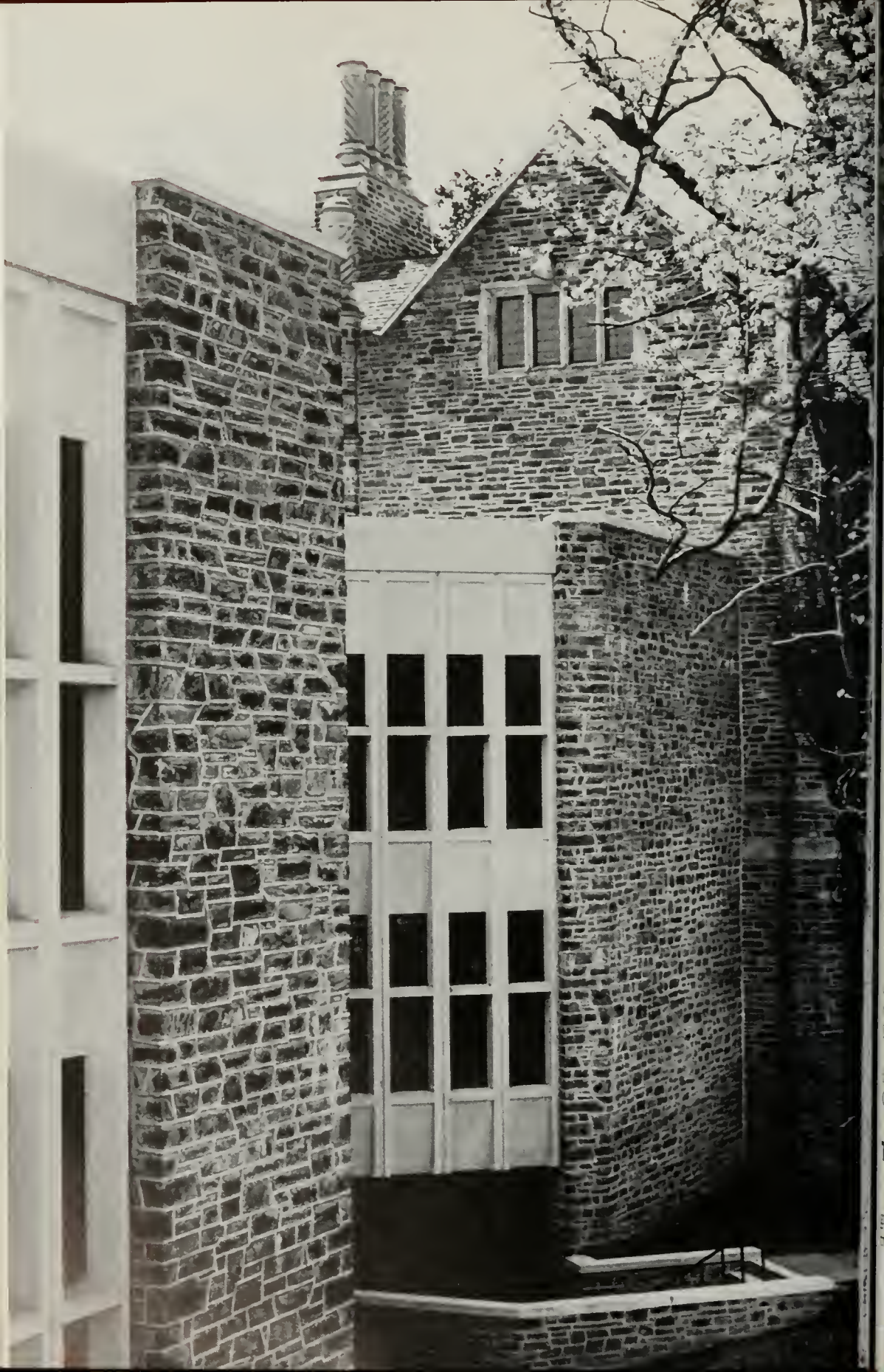
Dr. James Roy Smith, Arlington, Virginia

Mr. William E. Stevens, Jr., Lenoir, North Carolina

The Reverend Eben Taylor, Anderson, South Carolina

Dr. Norman L. Trott, Washington, D. C.

Dr. Wilson O. Weldon, Chairman, Nashville, Tennessee



# 1

## General Information

### Historical Statement

The Indenture of Trust signed on December 11, 1924, by Mr. James B. Duke, which established Duke University, mentioned first among its objectives the training of ministers of the Gospel. The Divinity School was, accordingly, the first of the graduate professional schools to be organized. Its work began in the year 1926-1927 with the formal opening exercises held on November 9, 1926.

The Reverend Doctor Edmund Davison Soper was the first Dean of the Divinity School. He resigned in 1928 to become President of Ohio Wesleyan University, and was succeeded by the Reverend Doctor Elbert Russell, who was then succeeded in 1941 by the Reverend Doctor Paul Neff Garber. In 1944, Dean Garber was elected to the episcopacy of The Methodist Church, and Doctor Harvie Branscomb assumed the duties of the Dean's office. In 1946, Dean Branscomb became Chancellor of Vanderbilt University, and in 1947 the Reverend Doctor Paul E. Root was elected Dean but died before he could assume office. The Reverend Doctor Harold A. Bosley became Dean in 1947 and resigned in 1950 to become the pastor of the First Methodist Church, Evanston, Illinois. The Reverend Doctor James Cannon was appointed Dean of the Divinity School March 1, 1951, and resigned the duties of the Deanship September 30, 1958. The Reverend Doctor Robert Earl Cushman assumed the responsibilities of the office of Dean on October 1, 1958, and served until June, 1971. The Reverend Doctor Thomas A. Langford was elected to the Deanship and succeeded to the office on July 1, 1971.

In February, 1972, the Divinity School doubled its physical facilities when its handsome new building was completed. Formal dedication services were held October 31, 1972.

### The Role of the Divinity School

The Divinity School represents theological inquiry and learning within the greater University. By history and indenture, it stands squarely within the Christian tradition and recognizes its distinctive lineage in, as well as continuing obligation



toward, the United Methodist Church. The Divinity School, although United Methodist in tradition and dependency, receives students from many Christian denominations and offers its educational resources to selected representatives of the several communions who seek education for a church-related ministry. It has been from its inception ecumenical in aspiration, teaching, and practice. Ecumenical also is the actual membership of its faculty. Educational policy has consistently aspired to nurture a Christian understanding "truly catholic, truly evangelical, and truly reformed."

The principal purpose of the Divinity School is education for ministry. Ministry in Christ's name to the world increasingly assumes manifold forms. Provision for these variations of ministry is expressly supplied in the curricular resources of the School. However, while the conventional and inherited styles of ministry are now undergoing change, the Divinity School curriculum continues to prepare students for informed and discriminating discharge of the historic offices of church and congregation through the ministry of Word and Sacrament, pastoral care, and teaching. Whatever form or context "the local church" of tomorrow may assume, Divinity School education remains predicated upon the historically grounded probability that these offices will remain.

Under the guidance of this perspective, the Divinity School aspires to prepare qualified students for the mature performance of their vocation, with disciplined intelligence informed by sound learning and equipped for worthy professional service. The aim of the school is not general but professional education for a Christian ministry. Its resources are offered to qualified students with vocational aims commensurate with those of the School. Although the student body is one of diversity of ministerial aims, the School seeks, by recruitment and financial support, to be responsive to the major continuing needs for the sound preparation of persons for ordination or lay professional vocations in the churches. This is regarded as a service to the Church and to the world, but pre-eminently to the Lord of the Church.

# **The Relation of the Divinity School to Duke University**

The Divinity School is an integral part of the University and shares fully in its activities, privileges, and responsibilities. The Sunday services in the University Chapel give Divinity School students an opportunity to hear each year a number of leading ministers of the country. The University libraries make a rich collection of more than 2,400,000 volumes easily accessible. Selected courses in the Graduate School and in the professional schools are open to Divinity School students without payment of additional fees. The general, cultural, and recreational resources of the University are available to them on the same basis as to other students.

## **Library Resources**

**Divinity School Library.** The Divinity School Library, containing a collection of more than 165,000 volumes in the field of religion and closely related disciplines, affords an unusual wealth of material for the seminary student. Although it is an integral part of the University's nine-unit library system, which possesses more than 2,400,000 volumes, the Divinity School Library has its own separate facilities in the Divinity School building. Its book collection is operated on the open stack system, and its reading rooms provide study facilities for students, housing space for the special reference collection in religion and currently for more than 550 religious periodicals to which the library subscribes.

Staffed by a librarian and a reference librarian who are trained in theology as well as in library administration, and by a circulation staff of two persons aided by a number of student assistants, the Divinity School Library offers a variety of reference services to assist the student in selecting and locating materials. The staff, in cooperation with the faculty, maintains a book and periodical collection to support both basic courses and advanced research in all major fields of religious studies.

The Divinity School Library is adjacent to the Perkins Library, thus affording easy access to its many departments. The seminary student is permitted to withdraw books from the collection in the Perkins Library and to make use of its other resources and facilities. These include manuscripts, archives, public documents, newspapers, periodicals, microfilms, maps, rare materials (among which are sixty prized ancient Greek manuscripts), reference assistance, and provision for the borrowing of books not in the Duke libraries from the library of the University of North Carolina and other institutions.



# 2

## Admissions

### Requirements and Procedures for Admission

The Divinity School is a fully accredited member of the American Association of Theological Schools, and is one of fourteen accredited seminaries of the United Methodist Church. Candidates for admission must hold the degree of A.B., or its equivalent, based upon four years of work beyond secondary education in a college which is approved by one of the regional accrediting bodies, and their college records must indicate their ability to carry on graduate-professional studies. They will be considered for admission on presentation of an official, satisfactory transcript of college and all other academic credits which they have acquired. Statements of recommendation are required.

Applications are evaluated with a view both to the academic achievement of the candidate and with reference to personal and professional qualifications for Christian ministry. While an overall academic average of *B—* (2.65 on a 4.0 scale) is ordinarily regarded as minimal for admission, the Committee on Admissions is impressed with a rising curve of achievement in the undergraduate program which gives evidence of ability to perform satisfactorily at the level of study required in the Duke Divinity School. The Committee makes its decisions on the basis of the whole body of credentials of an applicant, including supporting letters of recommendation and a personal statement of purpose.

The applications of students from foreign countries will be considered individually, the general principle being that training equivalent to that of a baccalaureate degree from an accredited American college must have been received. All financial arrangements must be completed in writing before an admissions decision is made.

An application blank may be secured from the Admissions Office of the Divinity School. A minimum of thirty days is required to process any application, and in many cases this may take longer.

No admission is final until approved by the Student Health Service, which requires a certificate of immunization and general health to be submitted not earlier than July 1 and not later than September 1.

Entering students are also required to take tests administered by the University Counseling Center and the Divinity School at the time of matriculation.

Persons who do not matriculate at the time for which they were originally admitted forfeit admission unless they request a postponement for later entrance in writing to the Director of Admissions and Student Affairs. A student who withdraws from school for personal reasons and desires to return at a later date must file a written request for a leave of absence with the Director of Admissions and Student Affairs. (Academic leaves of absence require permission of the Director of Academic Affairs.)

Applicants are expected on notification of admission to indicate their acceptance within three weeks, and to confirm this acceptance with payment of an admission fee of \$30.00. Upon matriculation, this fee is applied to the regular first-term bill.

Pre-enrollment for later admission may be granted to persons who meet the Divinity School standards for admission. Applications for pre-enrollment may be addressed to the Admissions Office. Pre-enrolled students send transcripts of each year's college work by June 15 of each year in which they are pre-enrolled. *Pre-enrollment does not guarantee final admission.*

**Pre-Seminary Curriculum.** The Divinity School of Duke University publishes as a suggested guide the statement of the American Association of Theological Schools respecting undergraduate preparation for theological study in the Divinity School.

The student contemplating theological study should correspond at the very earliest opportunity with the school or schools to which he intends to apply and with the authorities of his church in order to learn what will best prepare him for the specific program he expects to enter. He will be likely to find under the guidance of the seminary that he should consider the following subjects:

English language and literature; history, including non-Western cultures as well as European and American; philosophy, particularly its history and its methods; natural sciences, both the physical and the life sciences; social sciences, where psychology, sociology, and anthropology are particularly appropriate; the fine arts and music, especially for their creative and symbolic values; Biblical and modern languages; religion, both in the Judeo-Christian and in the Near and Far Eastern traditions.

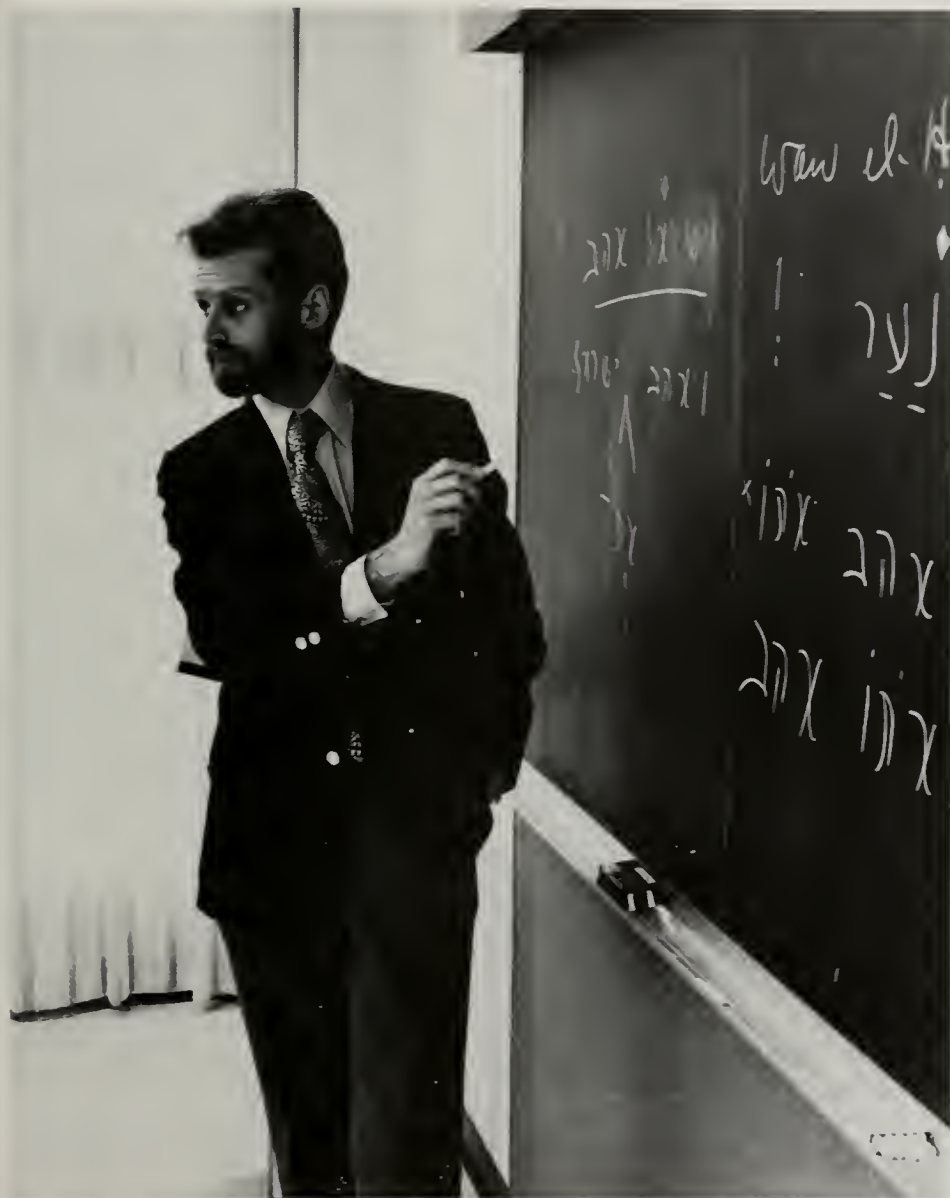
Some seminaries require Greek or Hebrew for admission, and many advanced Biblical courses are offered in the original tongues; modern languages have a less direct but immensely educative role and are required at the graduate studies level.

It is the understanding gained in these fields rather than the sum of the credits or semester-hours which is significant.

In many seminaries students who have been well prepared in religion and equipped with the tools of theological study will be set free, not to complete their theological course more quickly, but rather to pursue more advanced studies. The principle constantly to be kept in mind is not that of satisfying paper regulations and minimum requirements, but of making the most of opportunities for education.

**Transfer of Credit.** Under certain conditions transfer of credit from theological schools accredited by the American Association of Theological Schools is provided for by the Divinity School. Applications for transfer of credit will be ruled upon by the Committee on Admissions, and will be subject to evaluation in terms of the prevailing requirements of the Divinity School for graduation. Ordinarily, credit from another institution will not be granted exceeding one-half of the total number of credits required by the Divinity School for graduation. In each case a letter of honorable dismissal from the school from which transfer is made is required along with transcript of academic credits:

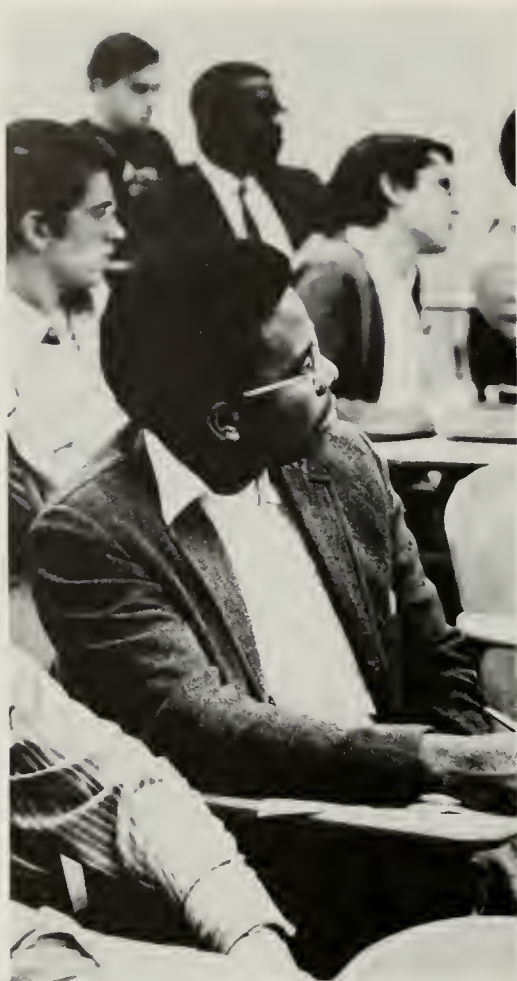
**Admission as a Special Student.** Special student status may be granted



with the approval of the admissions officer and the Dean. Particular circumstances must prevail in the case of such admissions. *Special students are not eligible for tuition grants, scholarships, field work, or other financial aid.*

## **Admission on Probation**

Applicants for admission who are graduates of nonaccredited colleges will be considered on their merits. Ordinarily, such applicants must show that they have attained a superior average for a four-year college course. Admission of such persons will, in every case, be on probation.



Applicants for admission who are graduates of accredited colleges but whose college transcripts do not fully meet Divinity School standards may be admitted on probation if other factors considered justify admission.

Probation means:

1. Students admitted on probation may carry only limited schedules of work, the amount to be determined by the Director of Academic Affairs (ordinarily no more than 10 hours each of the first two semesters).
2. A student admitted on probation ordinarily shall not be eligible for advanced standing.
3. Students on probation will have their work reviewed at the end of each semester by the Committee on Academic Standing until they are removed from probation.

Students whose work after admission is not satisfactory may be placed on probation, and such students who during the first year of Divinity School maintain less than a *C* average, including one or more failures, ordinarily will be required to withdraw from the School.

## Conduct of Students

Duke University expects and will require of all its students continuing loyal cooperation in developing and maintaining high standards of scholarship and conduct.

The University wishes to emphasize its policy that all students are subject to the rules and regulations of the University as currently in effect or, from time to time, are put into effect by the appropriate authorities of the University.

Any student, in accepting admission, indicates his/her willingness to subscribe to and be governed by these rules and regulations and acknowledges the right of the University to take such disciplinary action, including suspension and/or expulsion, as may be deemed appropriate, for failure to abide by such rules and regulations or for conduct adjudged unsatisfactory or detrimental to the University.

**Ministerial and Professional Qualifications.** All students who are admitted to academic study in the Divinity School are subject to the established order of administrative regulations of the University and the accepted standards of personal conduct it enjoins; *continuance in the School is conditional upon acknowledgment of and compliance with such regulations and standards.*

In particular, the University and the Divinity School expect and require students in candidacy for degrees, leading to a ministerial vocation, not only to exemplify the dignity of their calling, but to exhibit attitude and conduct conformable with the recognized standards of their Christian profession. While no honor system relating to academic integrity is formalized within the Divinity School, application for and admission to the courses of study assume the student's assent to full compliance with recognized standards of integrity in the fulfillment of academic tasks.

On this prior understanding, therefore, the University reserves the right, and matriculation by the student is a concession to this right, to compel the withdrawal of any student whose conduct at any time is not satisfactory to the University, even though no specific charge is made against the student.

As a graduate-professional school of theology, the Divinity School expects, on the part of the student, an increasing manifestation of maturity and professional purposiveness in discharge of personal and academic responsibilities appropriate to the level of advanced academic work leading to the high and exacting demands of the Christian ministry. Since personal and professional qualifications for the ministry will be considered in evaluating the candidacy of all students for degrees, students whose progress or development indicates that they are not suited to the work of the ministry will not be allowed to continue in the School.

**Faculty Advisers.** Each entering student is assigned to a faculty adviser with whom he/she will consult concerning the course of study. Such consultation shall continue throughout the student's period of study in the school.



# 3

## Community Life

### Corporate Worship

One of the most important aspects of a program of training for Christian service and the Christian life is a vigorous, inspiring and varied program of participation in corporate worship. The center of this corporate life of the Divinity School is centered in York Chapel where regular chapel services are held weekly. These services are led by members of the faculty, members of the student body, and by visiting guests. Services are voluntary but have been and will continue to be sources of inspiration and strength to the members of the community.

### Living Accommodations

**Housing.** Duke University provides some residence hall and apartment accommodations for single graduate and professional school men and women. Since no married student housing facilities are presently available, the Department of Housing Management provides assistance to married graduate and professional students in locating suitable housing in Durham where varied types of living units are reasonably available. There are many relatively new apartment complexes and a few older apartments. Houses and duplex units are available in limited numbers from time to time.

The Graduate Center and Town House Apartments house men and women enrolled on a full-time basis in the graduate and professional schools. Town House Apartments are located between East and West Campuses and are primarily for graduate and professional students. The Graduate Center houses male graduate students, female graduate students, and female undergraduate students. Common facilities on the main floor are shared by men and women. Students normally occupy graduate residential space for the academic year but for no period less than a semester or specified term.

Rooms in residence halls and spaces in the Town House Apartments or other rental units are reserved for applicants only if they have been accepted for admission, and after the required \$50.00 residential deposit has been paid to the University. The initial residential deposit is required with the application and is held until the room or apartment is vacated. Application forms and detailed information on graduate housing will be mailed when the Divinity School has notified the Department of Housing Management of official acceptance of the student. Single

students may express a choice for the type of housing desired. Completed applications for rooms and apartments are to be returned with required deposits to the Department of Housing Management, Duke Station, Duke University, Durham, North Carolina 27706. Assignment priority is established by the date of receipt of completed applications with deposits in this office.

Regulations governing occupancy of rooms and apartments will be provided by the Department of Housing Management at the time application forms are forwarded to accepted students. Occupants within each type of housing are expected to comply with the appropriate regulations.

The charge for each person in a double room for the academic year is \$371.00 in the Graduate Center. The limited number of single rooms is reserved for returning students.

The fee of Town House Apartments is \$670.00 each for the academic year on the basis of three students to an apartment. Utility charges are included in these fees.

Housing fees are subject to change prior to the 1973-74 academic year. A \$50.00 deposit is required on all reservations.

No refund on housing fees is made to students who withdraw after the date of registration, except for those who involuntarily withdraw to enter the armed services. Such refunds will be made in accordance with the University's established schedules.

Detailed information about University housing facilities for single students, and the housing assistance program for married students, will be provided upon request by the Department of Housing Management, Duke University, Duke Station, Durham, North Carolina 27706.

**Food Services.** Food service on both East and West Campus is readily available. The dining facilities on the West Campus include one straight-line cafeteria with multiple-choice menus, a free-flow service area which includes cafeteria counters as well as a grill, and a table service dining room, The Oak Room, where full meals and *a la carte* items are served. The Cambridge Inn, a self-service snack bar, is also located in the West Campus Union and is open from 9:00 a.m. until 12:30 a.m. each day except Saturday. All types of snack and sandwich items are available here. The Graduate Center has a cafeteria open at meal hours, and a coffee lounge which is open until 11:00 p.m. Because of the large number of those served in the dining halls, it is not possible to arrange special diets for individual students.

The cost of meals approximates \$3.00 to \$3.50 per day, depending upon the needs and tastes of the individual.

## Student Health

One of the prerequisites for gaining the most from the University experience is a sense of well-being. The aim of the University Health Service is to provide medical care and health advice necessary to help the student enjoy his privilege of being a part of the University community. To serve this purpose, both the University Health Service Clinic and the University Infirmary are available for student health care needs.

The main components of the Health Service include the University Health Services Clinic, located in the Pickens Building on West Campus, and the University Infirmary on the East Campus. Emergency transportation, if required, can

be obtained from the Duke Campus Police. Residential staff personnel should be consulted whenever possible for assistance in obtaining emergency treatment.

The facilities of the University Health Services Clinic are available during both regular and summer sessions to all currently enrolled full-time students. The facilities of the University Infirmary are available during the regular sessions only from the opening of the University in the fall until Graduation Day in the spring to all currently enrolled full-time students.

The payment of tuition entitles the Divinity student who is taking a minimum of 7 hours to full student health privileges.

Since the Student Health Program does not cover students while away from the Duke Campus, it is imperative that student pastors and assistant pastors (winter and/or summer) who are subjected to the hazards of highway travel with great frequency, secure complementary health and accident insurance for the full twelve month period. Students whose course load entitles them to full coverage under the Student Health Program are eligible to secure a complementary insurance policy, providing protection for the entire calendar year, through the University. Costs and details of the complementary policy are available from the Director of Admissions and Student Affairs. At the time of registration, a student *must* enroll in this complementary insurance program or sign a waiver of liability statement regarding health care and claims. Students in internship programs carrying less than seven semester hours in any given semester are strongly encouraged to apply for this insurance. Foreign students are required to hold this or another acceptable policy.

Married students are required to carry insurance coverage for their dependents, providing for hospital, medical, and surgical care as their dependents are not covered at any time by Student Health.

The resources of the Duke University Medical Center are available to all Duke students and their spouse and children. Charges for any and all services received from the Medical Center are the responsibility of the student as are the charges for services received from physicians and hospitals not associated with Duke University.

The Student Mental Health Service under the direction of Dr. W. J. Kenneth Rockwell, which is located in the Pickens Rehabilitation Building, provides evaluations and counseling and/or treatment for matters ranging from ordinary growth and development to the most serious emotional and personal problems.

## **Motor Vehicles**

Each student possessing or maintaining a motor vehicle at Duke University shall register it at the beginning of the academic year in the Security Office at 2010 Campus Drive. If a student acquires a motor vehicle and maintains it at Duke University after academic registration, he must register it within five (5) calendar days after operation on the campuses begins. Resident students are required to pay an annual fee of \$10.00 for each motor vehicle or \$5.00 for each two-wheeled motor vehicle. Resident students first registering after March 1 are required to pay \$5.00 for any type of motor vehicle.

At the time of registration of a motor vehicle, the following documents must be presented: state vehicle registration certificate; valid driver's license; and satisfactory evidence of automobile liability insurance coverage with limits of at least \$10,000 per person and a \$20,000 per accident for personal injuries, and \$5,000 for property damage, as required by the North Carolina Motor Vehicle Law.



If a motor vehicle or a two-wheeled vehicle is removed from the campus permanently and the decal is returned to the Traffic Office prior to March 1, there will be a refund of \$5.00 for a motor vehicle and \$2.50 for a two-wheeled vehicle.

## **Student Organizations**

**The Student Association.** The officers of the Student Association are elected and serve as an executive committee for conduct of the business of the Representative Assembly.

The purpose of the Association is to channel the interests and concerns of Divinity School students to the following ends:

1. To provide student programs and activities;
2. To represent students to the faculty and administration;
3. To represent students with other university organizations; and
4. To represent students in extra-University affairs.

**Divinity School Choir.** A student organization of long standing is the Divinity School Choir. Membership in the Choir is open to all qualified students. The Choir sings regularly for chapel and at special seasonal programs and services. New members are chosen by informal auditions which are arranged for all who are interested.

**Divinity Dames.** Divinity Dames is an organization of wives and women students in the Divinity School which offers opportunities for sharing interests and concerns. The Dames program, which includes a variety of speakers, small interest groups, and special projects, seeks to encourage and provide ways for wives to become a more integral part of the Divinity School community. Some activities are planned annually to include husbands and families. Faculty wives are also invited to attend Dames meetings.

**The Duke Student Field Work Association.** The Duke Student Field Work Association is the organization of students who participate in the Field Education Program.

At least six meetings per year are held for the purpose of fellowship and preparation for the Field Education responsibilities.

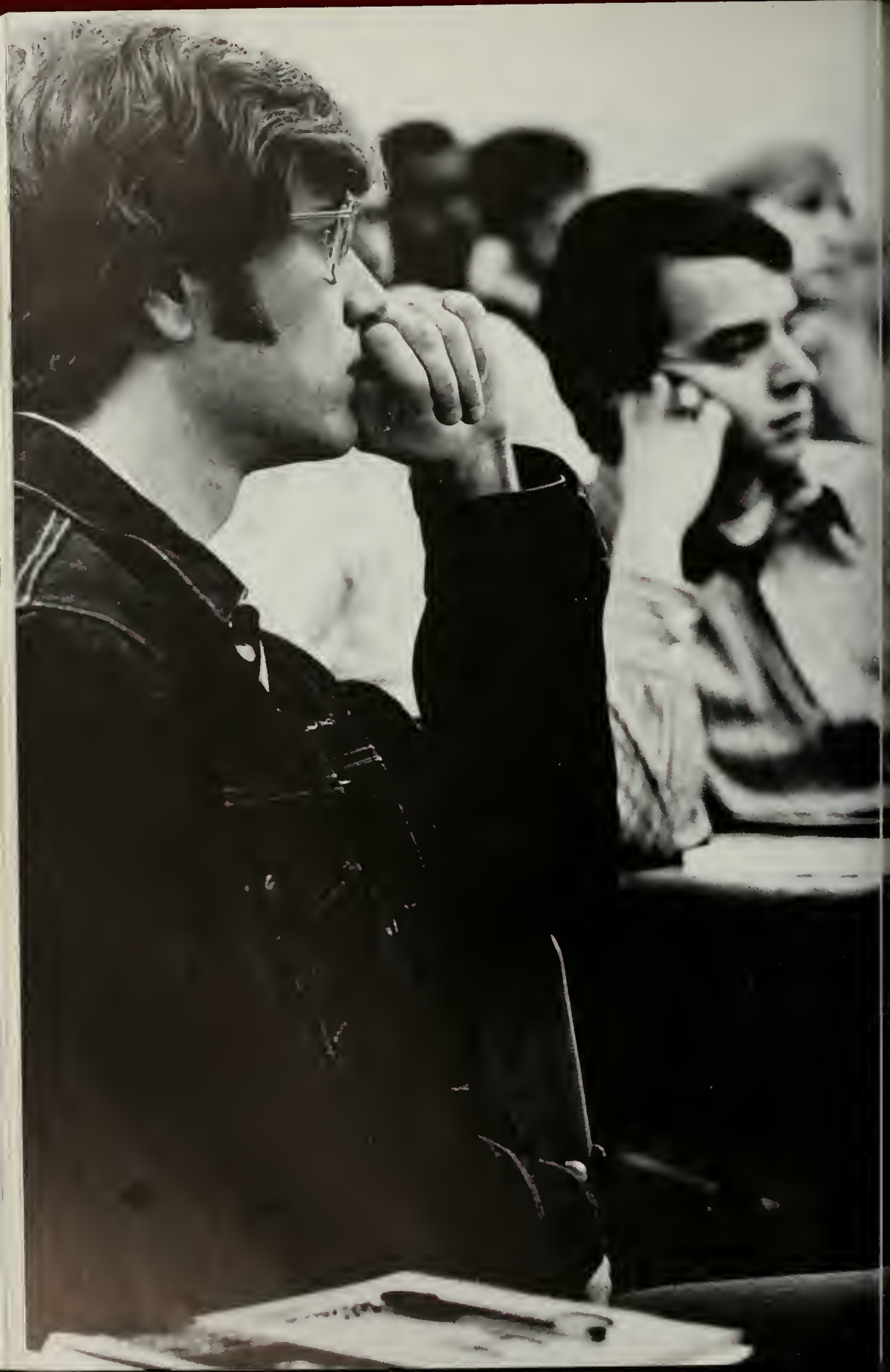
## **Support Services**

A special committee, composed of the Director of Admissions and Student Affairs and at least seven students and spouses, plans and carries out an extensive and varied program of support services for the community each year.

These include community-wide dinners for faculty, staff, students, spouses, and families; weekend retreats; student-faculty dialogues on Fridays in the Student Lounge; group counseling experiences in personal growth groups, sensitivity groups, and marriage enrichment groups; special sessions and classes for spouses; and week-long retreats at Interpreters' House.

In addition to these support services programs, the Director's Office provides information and guidance for students and spouses who are seeking counseling—personal, marital, financial, or vocational. The personnel of Duke University and Duke Medical Center help with these counseling needs.

Conscious efforts are made continually to create and maintain an atmosphere of concern and support within the Divinity School community.



# 4

## Financial Information

### Fees and Expenses

**Estimated Living Expenses.** The total cost for a student to attend the Duke Divinity School varies according to individual tastes and requirements; however, experience indicates that a single student may expect to spend from \$2,800 up, with the average approximately \$3,000, and a married couple may expect to spend from \$5,000 up.

**Master of Divinity and Master of Religious Education Candidates.** The table below lists only basic minimum expenditures. In addition to the fees cited here, there is an admission fee of \$30.00 which is applied to the first term bill, and a room deposit of \$50.00. See relevant sections in Admissions and Housing for full details.

	<i>Per Semester</i>	<i>Per Year</i>
Tuition—M.Div. and M.R.E.	\$700.00	\$1400.00
Approximate Cost of Meals	325.00	650.00
Room (double) Graduate Center	185.50	371.00

Tuition will be charged at the rate of \$56.00 per semester hour. The figures shown are for a program carrying 25 semester hours per annum. Students will be charged for additional hours of course enrollment, but in no case will the total tuition charge for the six semesters (four semesters or two academic years in the case of M.R.E. degree program) cumulatively exceed the total of three academic years of study at the current tuition rate. Tuition accumulated in the course of studies attaining the same will entitle students to enroll for courses thereafter free of charge.

**Master of Theology Candidates.** A student who is a candidate for the Th.M.

degree will be liable for tuition on the basis of 24 semester hours at the rate of \$58.00 per semester hour. All other costs and regulations for the Th.M. degree are the same as those for the M.Div. and M.R.E. degrees.

**Special Student.** A special student is one who is enrolled for academic credit, but who is not a candidate for a degree at that time. The tuition will be charged on an hourly basis. Other costs and regulations are the same as those for the M.Div. and M.R.E. candidates. No financial aid is available.

**Audit Fee.** Anyone seeking to audit a course in the Divinity School must, with the consent of the instructor concerned, secure permission from the Dean's office. In accordance with the general University practice, a fee of \$40.00 per course will be required of all auditors who are not enrolled students.

**Athletic Fee.** Divinity School students may secure admission to all regularly scheduled University athletic contests held on the University grounds during the entire academic year by payment of the athletic fee of \$25.00 per year, plus any federal tax that may be imposed. This fee is payable in the fall semester.

**Payment and Penalty.** The tuition is due and payable not later than the day of registration for that semester. In unusual circumstances, a student may secure permission of the Dean to delay registration, provided it is not beyond the first week of classes and the student pays the \$10.00 late registration fee. No student is admitted to classes until arrangements are made with the Bursar of the University for the settlement of fees. After the day of registration no refund of tuition will be made unless the student involuntarily withdraws to enter the armed services or dies during the course of the semester.

A student who is reported by the Bursar's Office as delinquent in his account will be debarred from credit in courses, nor will he be approved for graduation until all indebtedness has been settled.

**Housing.** The charge for each person in a double room for the academic year is \$371.00 in the Graduate Center. The limited number of single rooms are reserved for returning students.

The fee for Town House Apartments is \$670.00 each for the academic year on the basis of three students to an apartment. Utility charges are included in these fees.

Housing fees are subject to change prior to the academic year. A \$50.00 deposit is required on all reservations.

No refund on housing fees is made to students who withdraw after the date of registration, except for those who involuntarily withdraw to enter the armed services. Such refunds will be made in accordance with the University's established schedules.

For further information on housing facilities, see Living Accommodations in the chapter on Community Life.

**Food.** Food service, on East and West Campuses, is described under Living Accommodations. The cost of meals approximates \$3.00 to \$3.50 per day, depending upon the needs and tastes of the individual.

## Motor Vehicles

There is a \$10.00 registration fee for all automobiles (\$5.00 for two-wheeled motor vehicles) used on campus. For specifics see page 13 in chapter on Community Life.

# Student Financial Aid

A student should select his school on the basis of educational opportunity. At the same time financial consideration will be a legitimate and often pressing concern. Each student should formulate at least a tentative plan for financing his entire seminary education. While the exact method of financing the full theological degree cannot be assured at the beginning, he should have a clear understanding of his expenses and the sources of income for his first year and the assurance that there exist ways of financing the subsequent years.

The Committee on Financial Aid will counsel the student concerning financial needs and possible resources. In estimating student budgets the fixed cost of educational expenses (tuition, fees, etc.) are added to the average cost per student, providing for variations occasioned by the student's status (single, married, dependents, student pastor, indebtedness, etc.) at the time of admission. Students are allowed to exercise freedom and express their legitimate individuality in the use of their funds, but financial aid support is necessarily determined by what is considered average for students within the same category.

There is constant review of available resources in order to assist the greatest number of students. A first principle is that the basic financial responsibility belongs to the student who is expected to rely upon his personal and family resources, his earning and his borrowing power. Other resources may include the student's church, civic groups, foundations and resources of the school which may include grants, loans, field work grants, and employment. Resources are not sufficient to guarantee the complete underwriting of every student's seminary education. It is the goal of the Financial Aid Office, however, to assist each student in planning his financial program so that he will incur as little indebtedness as possible.

The total amount available through the Divinity School is limited. Likewise, the conditions set forth by the individual or institutional donors determine the circumstances under which the grants can be made. Almost without exception the donors require ecclesiastical endorsement and/or a declaration of ministerial vocational aim.

## Principles:

1. Financial Aid is recommended on the basis of demonstrated need. All students must file an application which substantiates needs and provides full information on potential resources. This is most essential in order to make Divinity School funds available to the greatest number of students.

2. The total amount of financial aid available to any one student cannot exceed the average demonstrated need.

3. Grants will be made within the limits of the conditions set forth governing each source.

4. The conditions at the beginning of the academic year determining financial needs shall be the governing criteria for the year. Financial Aid programs are set up on a yearly basis, except for those who may enter the second semester and/or those few whose status may change.

5. Financial Aid grants are made on a one year basis. The assistance may consist of scholarships, loans, tuition grants, grants-in-aid, field education grants, and employment which may be worked out in various combinations on a yearly basis. A new application must be filed each year.

6. Application for Financial Aid may be made: (1) by entering students at time of admission; (2) currently enrolled students in the spring. Notification will be given after Committee approval. Student pastors serving United Methodist

Churches can be notified after the pastoral charge and Annual Conference determine salary schedules.

7. Ordinarily financial aid is not available beyond six semesters (eight for student pastors on reduced load).

## Financial Resources

**Personal.** In order that both the Church and the Divinity School may be able to extend the use of their limited funds to as many students as possible, a student who is desirous of a theological education should be willing to provide insofar as possible for the cost of such education from his own resources. These may be savings and earnings, support or loans from family and friends, and, if married, earnings of spouse and gifts from parents of spouse. In calculating anticipated income, the student first considers his own resources.

**Church.** Many local churches and conferences or other governing bodies provide gifts and grants for theological education, such as Ministerial Education Funds which provide grants and/or service loans to theological students. The student makes application to his own church, Annual Conference, Presbytery, or other governing body. The Financial Aid Office cooperates with these church agencies in making recommendations and in handling the funds. *Both United Methodist students and others must be under the care of the appropriate church body to be eligible for church support.* The school cannot compensate for a student's indisposition to receive church funds when such are available on application through the Annual Conference Ministerial Education Fund or other agencies.

The Divinity School, as a member school of the Association of United Methodist Theological Schools, takes cognizance of and subscribes to recommended policy and practice regarding the administration of United Methodist Church funds for student financial aid as adopted by the Association, June 15, 1970, and as bearing upon tuition grants, as follows:

"Resources for tuition grants, scholarships or the like are primarily available to students with declared vocational aims leading to ordination or recognized lay ministries and supported by commendation or endorsement of appropriate church representatives. At the same time, we believe that consideration for a tuition grant may be accorded to students who adequately indicate conscientious concern to explore, through seminary studies, a recognized church-related vocation. Finally, it is our judgment that, where the above mentioned conditions are deemed to be absent respecting a candidate for admission, the decision to admit such a candidate should be without the assurance of any tuition subsidy deriving from church funds." (AUMTS Minutes, June 15, 1970.)

**Divinity School Scholarships.** A limited number of scholarships are available to encourage qualified students to pursue their preparation for the Christian ministry. Such students ordinarily will not be eligible for remunerative employment during the academic year. When a student holding a scholarship is permitted to engage in remunerative employment, it is understood that adjustments may be made in the total Scholarship and Financial Aid Program for that student.

**Junior Scholarships.** Junior scholarships are available to a limited number of entering students of the junior year who are candidates for the Master of Divinity degree and are awarded on basis of academic record and promise of usefulness in Christian ministry. These scholarships are for the amount of up to \$750 depend-



ing upon demonstrated need. Likewise, tuition grants in varying amounts are available up to full tuition if demonstrated need warrants. Further, if the student applies, he may anticipate placement for the Summer Endowment and Field Education Program. Junior Scholarships are not renewable.

*National United Methodist Scholarships.* The General Board of Education of The United Methodist Church makes available two \$500 scholarships to rising middlers who have made outstanding records in the first-year class. The Department of the Ministry offers these scholarships to students preparing for the parish ministry.

*Middler Scholarships.* Ordinarily five Middler Scholarships of up to \$750 are made available to rising middlers on the basis of academic attainment, character, and promise for the Christian ministry. The exact amount of the scholarship is dependent upon demonstrated need of the student.

*Senior Scholarships.* Two Rowe Scholarships for Seniors and five additional Senior Scholarships in amount of up to \$750, depending on demonstrated need, are awarded to rising seniors who have achieved academic excellence and who give unusual promise of service in the Christian ministry.

**Foreign Student Scholarships.** In cooperation with the Crusade Scholarship Committee of The United Methodist Church and other authorized church agencies, students are selected and are admitted to courses of study. Scholarships for such students are provided from the Lewis Clarence Kerner Scholarship Fund and from individual churches and private philanthropy.

**Tuition Grants.** These are available in amounts commensurate with demonstrated need as adjudged by the Committee on Scholarships and Financial Aid. Entering students may apply, on notice of admission, by submitting the Financial Aid Inventory to the Office of Financial Aid. Enrolled students may apply by annual renewal of their Financial Aid Inventory. Because of the purpose and attendant educational objectives of the school, resources for tuition grants are primarily available to students with declared ministerial aims or those concerned to explore a ministerial vocation leading to ordination or recognized lay ministries.

**Field Education Grants.** Varying amounts are made available through the Divinity School to students who choose to participate in the Field Education Program. The Field Education Office and Financial Aid Office work together in determining placement and grant amount. This program includes the following: (1) summer assistants, (2) winter assistants, and (3) student pastors. See full description under the section on Field Education.

**Loans.** Loan funds held in trust by the University, as well as United Methodist Student Loans and funds supplied by the federal government, through the National Defense Education Act of 1958, are available to qualified students. Submit application by July 1.

*Note:* Unless otherwise indicated, all correspondence concerning financial aid should be directed to: Financial Aid Office, The Divinity School, Duke University, Durham, N. C. 27706.

**Employment.** Students or wives desiring employment with the University should apply to the Director of Personnel, Duke University, Durham, North Carolina. Students or wives make their own arrangements for employment either in the city of Durham or on campus.

## Financial Aid Resources

Certain special funds have been established, the income from which is used to provide financial aid through scholarships and Field Education Grants for students wishing to secure training in preparation for Christian ministry. The resources listed below include endowed funds and sources of annual contributions.

**R. Ernest Atkinson Legacy.** This legacy was established in 1952 under the will of the Reverend R. Ernest Atkinson of Richmond, Virginia, who was a member of the Trinity College Class of 1917.

**Emma McAfee Cannon Scholarship.** This fund was established in 1969 by Bishop William R. Cannon in memory of his mother, Emma McAfee Cannon, and is designated to assist in tuition payment for a student from the North Carolina Annual Conference of The United Methodist Church who is studying for the pastoral ministry and planning to spend that ministry in the North Carolina Conference. If a student from that Conference is not available, the scholarship may be awarded to any other student preparing for the pastoral ministry at the discretion of the Committee on Financial Aid.

**The Cleland Scholarship Fund.** This fund was established in 1963 by Alice Mead Cleland and James T. Cleland (James B. Duke Professor Emeritus of Preaching and Dean of the Chapel Emeritus) to provide travel expenses for the graduating senior—and wife—from the Divinity School chosen annually for a year's appointment as assistant minister in the historic Presbyterian Kirk of St. Michael's in Dumfries, Scotland.

**E. M. Cole Fund.** This fund was established in 1920 by Mr. Eugene M. Cole, a United Methodist layman of Charlotte, North Carolina.

**Dickson Foundation Awards.** The Dickson Foundation, Incorporated, of Mount Holly, North Carolina, has created a scholarship program for the purpose of providing assistance to Divinity students who demonstrate financial need and superior ability. Preference is given to children of employees of American and Efird Mills, Incorporated, and its subsidiaries, to residents of Gaston, Caldwell, and Catawba Counties, and to North Carolinians.

**The Duke Endowment.** Among the beneficiaries of The Duke Endowment, established in 1924, are the rural United Methodist churches of the two North Carolina Conferences. Under the Maintenance and Operation Program, Field Education Grants are available for Duke Divinity School students to participate as assistant pastors in rural United Methodist churches under the Endowment and Field Education Program.

**N. Edward Edgerton Fund.** This fund was established in 1939 by Mr. N. Edward Edgerton of Raleigh, North Carolina, an alumnus of Duke University of the Class of 1921.

**The George D. Finch Scholarship Fund.** In 1972 Mr. George David Finch, '24, of Thomasville, North Carolina, established this scholarship fund, to be used for the benefit of worthy students in the Divinity School.





**The James A. Gray Fund.** In 1947 Mr. James A. Gray of Winston-Salem, North Carolina, presented the fund, which bears his name, to the Divinity School for use in expanding and maintaining its educational services in behalf of North Carolina churches and pastors.

**P. Huber Hanes Scholarship.** The late Mr. P. Huber Hanes, Sr. of Winston-Salem, North Carolina, an alumnus of Duke University of the Class of 1900, established for Duke University an annual scholarship fund, a portion of which is used to provide financial assistance for Divinity School students.

**The Franklin Simpson Hickman Memorial Fund.** In the summer of 1966 Mrs. Veva Castell Hickman established a memorial fund in memory of her husband, The Reverend Professor Franklin Simpson Hickman, who served as Professor of the Psychology of Religion, 1927-1953; was Dean of the Chapel of Duke University 1932-48; and the first Preacher to the University, 1938-53. The income of the Fund will give support to two enterprises: (1) a regular visiting lecturer in preaching, and (2) financial aid to students in the Master of Theology program

who wish to specialize in the psychology of religion, or the psychological study of religious experience.

**George M. Ivey Scholarship Fund.** This fund was established in 1948 by gift of George M. Ivey of Charlotte, North Carolina, an alumnus of Duke University of the Class of 1920.

**Charles E. Jordan Scholarship Fund.** This fund was established by the family of Dr. Charles E. Jordan in his honor.

**Lewis Clarence Kerner Scholarship.** This scholarship was established in 1959 by Beatrice Kerner Reavis of Henderson, North Carolina, in memory of her brother, Lewis Clarence Kerner, and designated for the assistance of native or foreign-born students preparing for service in world Christian missions.

**Laurinburg Christian Education Fund.** This fund was established December 11, 1948, by gift through the Methodist College Advance Fund.

**Myers Park Scholarship Fund.** This fund was established in 1948 by members of the Myers Park United Methodist Church, Charlotte, North Carolina.

**W. R. Odell Scholarship.** This fund was established in 1946 by the Forest Hills United Methodist Church, Concord, North Carolina.

**Gilbert T. Rowe Memorial Scholarship Fund.** This scholarship fund was established in 1960 through the generosity of Divinity School alumni and friends of the late Gilbert T. Rowe, Professor of Systematic Theology.

**Elbert Russell Scholarship.** This scholarship was established in 1942 by the Alumni Association of the Divinity School in honor of Elbert Russell, who served as Dean of the Divinity School and Professor of Biblical Theology.

**Hersey E. Spence Scholarship.** This scholarship was established in 1947 by the Steele Street Methodist Church of Sanford, North Carolina, in honor of Professor Hersey E. Spence, a former pastor of the congregation.

**The United Methodist Church.** The United Methodist Church makes a substantial contribution to the Divinity School by designating a certain percentage of its World Service offerings to the Divinity School.

The North Carolina and the Western North Carolina Conferences direct a certain percentage of their College Sustaining Funds to the Divinity School. The South Carolina Conference is a contributor to the Divinity School operational income.

The General Board of Education makes available annually two National United Methodist Scholarships having a cash value of \$500 each.

Local United Methodist churches and individuals make contributions to the financial aid program of the Divinity School, thus making it possible to assign students under the Endowment and Field Education Program to urban and out of state churches.

**Dempster Graduate Fellowships.** The United Methodist Board of Education offers each year the Dempster Graduate Fellowships for graduates of United Methodist Theological Schools, who are engaged in programs of study leading to the degree of Doctor of Philosophy in religion with a view to teaching in United Methodist colleges and seminaries. Several Divinity School graduates have held these fellowships.



# 5

## Field Education

### The Theological Perspective

Field education for ministry occurs where the theological formulation of faith engages the human situation in the world. The field is a real, authentic learning-serving context where genuine encounter produces growth in ministry competence and self-understanding. As the clinical dimension of theological education, field learning is designed to: (1) help the student develop his own vocational self-identity as a minister by providing situational experimentation with a variety of ministry tasks; (2) provide a ground for the testing and reconstruction of theological, psychological, and sociological concepts; (3) develop the ability to do critical and reflective thinking by effectively relating theory to experiential data; (4) help the student formulate and experimentally refine his own unique ministry skills to achieve an acceptable level of professional competence; (5) integrate academic studies, experiential discovery, and reflective insights into a personal spiritual foundation that produces a confident and effective ministry.

### An Educational Program

Field education is a learning program designed to place Divinity students in situations where they can bring their theological concepts to bear upon the problems and dilemmas of real life, through which they may develop skill in ministerial functions and from which they may bring the perceptions of personal experience to bear on their reflective studies. Through this field learning process, theological cognitive constructions may be integrated into the student's life and expressed in effective ministry behavior.

This kind of field learning is based upon experience, but extends beyond mere experience to utilize reflective processes in order to gain understanding from the

encounter. Its locus is in a field context which has built into it such specific learning components as: student-made learning contracts, field supervision and learning guidance, reflection groups, peer groups, investigation-research projects, seminars, integrative tutorials, directed readings, and evaluation processes. These elements constitute the academic discipline that connects experience into meaningful learning and provides the basis for legitimate educational credit.

## **Field Education Credit Requirements**

In an appropriate effort to sustain the learning focus of field education, the faculty has approved the following credit requirement plan. One unit of approved Field Education work is required for graduation certification in the Master of Divinity degree program. A unit is defined by one term placement, either a summer term of ten weeks or a winter term of thirty weeks at 16 hours per week. To be approved, the field placement must contain qualified and sustained supervision, adequate ministry tasks capable of producing genuine learning, effective evaluation and permission for the student to participate in a learning group organized by the Director of Field Education. A student may satisfy the credit requirement by: (1) pre-enrolling in a peer group concomitant with the approved term placement; (2) acceptable completion of an approved internship, or a quarter of Clinical Pastoral Education, or a Senior Ministering-in-Context Project; or (3) a special project in a Student Pastorate appointment.

To qualify for credit the student must preregister for the approved placement, develop and complete a learning contract with acceptable quality of work, cooperate with the supervisor, participate in the assigned learning groups and seminars, and prepare an evaluation of the project. Evaluation and grading will be done jointly by the field supervisor, student, and peer group leader, utilizing self-assessment, a rating scale, and a written report.

Additional credit is associated with various course offerings and practicum projects listed in the section on courses of instruction. These particular credits are independent of the required Field Education Unit and may not be substituted for it.

## **Field Settings for Ministry Development**

Field placements are normally made in settings that have been developed and approved by the Divinity School. The criteria for acceptance of a field setting for learning and service include: (1) a complete description of the setting and the job to be performed; (2) an identification of a wide variety of ministry functions and tasks to be done; (3) the agreement of a lay committee to share in the student's guidance and evaluation; (4) an adequate funding plan; (5) the provision of competent supervision on a regular basis either by the pastor, agency director, or a specialist assigned for this purpose; (6) the participation in reflection and evaluation procedures by pastor, laymen, and related agency personnel; (7) the development of a performance contract with the agency or parish which summarizes these agreements.

A wide variety of ministry settings is available for varying student interests: Parish settings include rural, suburban, central urban, cluster groups, larger parish patterns, staff team ministries; Social agency settings include a settlement house, Human Relations Commission, Women-in-Action, rest homes, social services center, mental health clinics; Institutional settings include hospitals, mental health institutions, prisons, youth rehabilitation centers, mental retardation center, retire-

ment homes and government agencies; Campus Ministry settings include positions on the campus of a variety of schools; Resort Ministries in the summer term, and youth camps.

## **Administering Field Learning**

The development of learning contexts in the field and the planning for suitable student participation require the use of clearly understood procedures. The steps outlined below should provide the student a measure of freedom to plan for his field learning while meeting agency goals and the school's responsibility for appropriate training for all the students.

1. Enrollment in the Divinity School qualifies the student for participation in the Field Education Program.
2. Application for admission to Field Education Programs must be made on proper forms directly to the Director of Field Education. Deadlines for applying for assignment must be met as follows: April 1 for the summer term and September 1 for the winter term. In the case of winter mid-term enrollments, placement will be based upon the availability of approved settings and cannot be assured upon admission to the school.
3. If a financial aid grant is associated as a stipend for the field placement, authorization for the amount must be made by the Financial Aid Committee and reported by the Financial Aid Secretary to the Office of Field Education before the student's application can be processed. Remuneration stipends are based on demonstrated financial need as determined by the Financial Aid Committee, provided that where there is no financial need, a base stipend of at least \$300 may be allotted so that all students may have access to useful learning settings.
4. To provide specification and direction to learning in the field setting, each student will be requested to prepare an individualized learning contract, using guidelines supplied by the school, which will outline learning goals and procedures for achievement in the field. This will form the basis for student learning and evaluation, and it will assist in the planning for placement.
5. When students are placed as students-in-training for learning as well as serving purposes, the assignment will be the result of a series of interview consultations between the student and Director to develop a suitable plan based on an attempt to relate the student's professional learning needs, as reflected in his learning contract, to an appropriate field context capable of producing the desired learnings. To assist the student's evaluation of possible settings, an annotated listing of all current placements is available. When it is essential to the plan, students and/or field supervisors may request an interview to explore their concerns. Recommendations are made to the Director who includes these data with all the factors involved in completing the plan. An official notification of the placement, and the terms agreed upon, will be sent to the student and field supervisor by the Director prior to the beginning of the term of service.
6. Supervision is one of the key elements in field learning. Each student will be assigned a field supervisor who will guide his learning activities and deal with experiential and relational issues. The field supervisor may be the same person as the job supervisor; however, in special contexts the



field supervisor may be a specialized professional assigned to guide particular experiences. Together the student and field supervisor will conduct an evaluation of progress with the learning contract, adjustment problems, perceptions of personal and social dynamics in the situation together with their theological implications. A final term evaluation in written form will be required of both the student and the supervisor.

## Internship Program

An internship assignment embraces both a full-time salaried position and a learning commitment in a single context over a period of time ranging from 9 to 12 months. These assignments are designed to engage the student in considerable depth in particular ministry skills in a setting relevant to the vocational area of interest. They must encompass an advanced level of specialized field experience which is more complex and extensive in its learning potential than the basic field education program short-term placement. The internship may be individually designed to meet the needs and interests of the student, provided that the plan includes a student learning contract, an agency performance contract, approved supervisory standards, an investigation-research project acceptable to the assigned faculty adviser, participation in either a reflection group or seminar, and enrollment for course work in a nearby college or university. When these components are satis-

factorily met and the evaluation reports are filed, credit for up to 6 semester hours may be assigned for the internship.

Internship settings may be student initiated or negotiated by the school. In either case an agency contract covering all agreements must be made and filed with the Director of Field Education. General settings currently available for internship placement include: Campus Ministry and College Chaplaincy positions; Parish Ministry, positions as Associate Pastor, Parish Director of Education, Social Agency and Institutional positions, both secular and church oriented, a World Mission Internship of one to three years of national or overseas service, and occasional governmental positions. Other internships in the church or in specialized ministries in the secular world may be planned in consultation with the Director of Field Education.

To be eligible to register for an internship, the students must have completed at least two full years of their seminary curriculum and be registered as a student in good standing in the Divinity School. Application forms and processing for internships will be done through the Office of Field Education.

## **Student Pastor Program**

Students frequently serve as pastors of churches, or part-time associates, during the period of their study in the Divinity School. They are titled "Student Pastor" as a means of identifying their relationship to the church as well as the school. Those students already enrolled in the Divinity School may be appointed by an Annual Conference or other official agency of a recognized denomination to serve as an associate or student pastor. The student must have the approval of the Director of Field Education, as agent of the Dean, before accepting an appointment as an associate or student pastor. The Field Education Office cannot make student pastor appointments; denominational authorities must do this. Students must initiate their own arrangements. The Field Education Office will provide information currently available about student appointments (pastorates) and will send references upon request to ecclesiastical officials. Salaries and other forms of remuneration for this pastoral service must be reported to the Financial Aid Secretary of the Divinity School when application is made for financial aid from the school. For those students who serve as part-time associate pastors, in an independently arranged position, the same provisions outlined above will prevail.

Since they assume dual responsibilities, student pastors may enroll for not less than seven nor more than ten hours per semester, thus requiring, in most cases, four academic years to complete the Master of Divinity degree. If the parish residence is located more than 50 miles from the campus, a student pastor will be required to live on campus during the academic week. Any deviation from this requirement must be negotiated with the Director of Field Education.

In keeping with the School's concern to develop professional competence in ministry, student pastors will be expected to use their pastoral appointment as a learning context for field education programs initiated by the school. Special seminars and reflection groups may be arranged in consultation with student pastors for their professional growth and performance. For particular field learning projects, a special supervisor may be assigned to guide the pastor's learning activity in his parish. Periodic evaluation will be expected from both supervisors and student pastors. The field education required units may be done in the student pastor's parish, provided all the conditions outlined for credit are fully met and all reports completed and filed at the appropriate time.



# 6

## Program Information

### Degree Programs

The academic work of the Divinity School embraces three degree programs. These are: the Master of Divinity degree (M.Div.) ordinarily of three academic years; a one-year program beyond the basic degree, the Master of Theology (Th.M.); and a third program of two academic years leading to the degree of Master of Religious Education (M.R.E.). All are graduate-professional degrees. Admission to candidacy for the Master of Divinity and Master of Religious Education degrees presupposes the completion of the A.B. or its equivalent.

Students preparing for ordination to the Christian ministry, and requiring appropriate graduate-professional education, will regularly enroll for the Master of Divinity degree. Students whose acquired academic standing, under this basic degree program, entitles them to further specialized study may advance their command of selected theological disciplines by applying for an additional year of studies leading to the Master of Theology degree. Together, these two degree programs constitute a sequence. Although the Master of Divinity degree fulfills requirements for ordination by prevailing ecclesiastical standards, the Th.M. program may assist in assuring a larger measure of professional preparation. Application for admission to the Th.M. program is open to graduates of other schools who have completed the basic theological degree.

The Master of Religious Education degree program is designed to prepare qualified persons, ordinarily not seeking ordination, for a ministry of Christian education in local churches or other organizations. The course of study is arranged to provide grounding in Biblical, historical, and theological disciplines as essential background for instruction in and exercise of professional competence in curricular planning, teaching methods, and supervision of educational programs for various age groups.

The specific requirements for each of these degrees are found in the succeeding pages. It is evident that completed course work cannot be credited toward more than one degree. Reciprocal transfer of credit for course work taken under either the M.Div. or the M.R.E. program requires the permission of the Director of Academic Affairs.

## Doctoral Studies Accredited by the Graduate School

The Divinity School provides a substantial body of course offerings at an advanced level in Biblical, historical, and systematic and contemporary theological disciplines that are accredited alike by the Graduate School and the faculty of the Divinity School, and lead to the Doctor of Philosophy degree. Sharing responsibility with the University Department of Religion for staffing and curricular provision of this course of study, the Divinity School is the principal contributor to the program of graduate studies in religion. However, since the Ph.D. in religion is certified and awarded under the Graduate School, the doctoral student's admission and matriculation are administered under that division of Duke University.

With few exceptions, most courses in the *Bulletin of the Divinity School* carrying a 200 number or above and belonging to the fields noted above are applicable to doctoral programs of study. These courses are open to qualified M.Div. or M.R.E. students by permission of the instructor.

Qualified persons who desire to pursue studies leading to the degrees of M.A. or Ph.D. in religion, under the administration of the Graduate School, are advised to apply to the Dean of that School. Inquiries concerning fellowships or specific requirements of the Program of Graduate Studies in Religion may be addressed to Professor Franklin W. Young, Director, 209 Divinity School.

## The Basic Theological Degree—Master of Divinity

**Recent Curricular Revision.** In 1948 a greatly altered curriculum, providing for both vocational differentiation and area concentration, was introduced and was in force until 1959 when further alterations and articulations of that program were instituted.

More recently, after intensive study which included consultation with the administration, the faculty, students and alumni, a revised curriculum leading to the basic theological degree was instituted in the fall of 1967 subject to further emendations. Further study and consultation produced various other alterations, and the present program was adopted by faculty action January 22, 1969.

This degree program is the result of earnest and searching consultation and inquiry. It seeks to be a positive response to (1) the challenge to provide an adequate professional education, education for ministry; (2) needed variability of ministries in today's complex world; (3) the norms of university education; and (4) the perennial summons of the abiding Christian tradition.

**Aims of the Curriculum.** The aims of the basic degree program focus upon four goals, four areas of personal and curricular responsibility also deemed to be four life-long tasks which should be strongly advanced during the seminary years.

1. The Christian Tradition. To acquire a basic understanding of the Biblical, historical, and theological heritage.

2. Self-Understanding. To progress in personal and professional maturity—personal identity, life style as an instrument of ministry, major drives, handling of conflict, resources, professional competency, and so forth. This is to be coupled with a sensitivity to the world in which we minister—its social forces, its power structures; its potential for humanization and dehumanization.

3. Thinking Theologically. To have the ability to reflect about major theological and social issues and to define current issues in theological terms and theological issues in contemporary secular terms.

4. **Ministering-in-Context.** To have the ability to conceptualize and participate effectively in some form of contemporary ministry.

Obviously goals of such scope cannot be neatly programmed in any curriculum, and the degree of achievement (in seminary and beyond) will vary widely with the individual and his/her own motives and incentives.

**The Basic Curriculum—General Description.** The basic curriculum leading to the Master of Divinity degree provides for foundational courses in Biblical, historical, theological, and ministry studies, representative of the tradition and regarded as indispensable background for subsequent elective work and individual program formation.

These required courses total 24 of the 75 semester hours necessary for graduation. They are OT 11, NT 18, CH 13, CH 14, AC 28, CT 32, and CHE 33. The opportunity of advanced standing adds further variability to the academic program of the junior student, depending upon the nature and quality of his/her undergraduate academic work. In any case, a total of 51 semester hours are available to the student for working out an individualized program of studies leading to specialized preparation in academic depth and for purposes of professional ministerial competence.

Required courses may be staffed by one or more professors and are planned to treat subject matter both in scope and depth at the graduate level.

Especially designed courses for entering students of the junior year in the area of Church and Ministry offer experience in group learning and are strongly recommended. These courses are introductory to various aspects of the work of the Church and its ministry in relation to altering societal contexts. These courses are CM 9, CM 10, PP 70, CT 108, and CP 157 (for exact description of these courses, see under Courses of Instruction).

The formulation of the student's course of studies is guided by certain broad but normative recommendations for area distribution of courses and by the advice and counsel of appointed faculty advisers or authorized directors.

Students and advisers are directed to read diligently the paragraphs on elective studies and professional aims and distribution of elective studies of the section entitled Administration of the Curriculum.

All academic programs are subject to review and emendation of the Dean and the Director of Academic Affairs for the fulfillment of the aims of the curriculum. The declared vocational and professional objective of the student is of central importance both to the student and his faculty adviser in planning the student's comprehensive study program.

Six semesters of residential study are ordinarily required for the completion of the degree. On permission of the Director of Academic Affairs, certified nonresidential study, not exceeding the equivalent of 24 semester hours, may be permitted to a candidate for the basic degree.

The normal course load per semester is 12 or 13 semester hours. A student with demonstrated competence may, with the consent of his academic adviser and the Director of Academic Affairs, enroll for an additional 2- or 3-hour course in the middler and senior years. However, it is expressly noted here that the delimitation of the semester course-hour load and the total credit hour requirement for graduation entitles both student and instructor to expectations of substantial student investment and accomplishment in individual courses. The emphasis of the new curriculum, like that of the preceding one, is upon depth and competence rather than excessive scope.

**General Features of the Basic Curriculum.** The following is a brief summary of the basic curriculum.

Seventy-five semester hours and six semesters of residency are required for graduation.

Each student is required to complete one *approved* assignment in field education (with or without remuneration) under supervision. Such assignments might include an internship, a summer of full-time work, two semesters of part-time work, or involvement in church or community service. The essential criteria for graduation credit would be that the amount and quality of supervision be approved by the Field Education Office, and that the student be required to evaluate and correlate the experience directly or through his Ministering-in-Context.

A normal academic load is four courses with credit.

Professionally oriented courses for entering students are offered in the fall semester of the junior year in the area of Church and Ministry.

There are special allowances of up to 3 semester hours of credit for Field Education projects under faculty supervision; up to 6 semester hours credit for independent study; up to 6 semester hours clinical or internship credit; ordinarily up to 6 semester hours of cognate studies of graduate standing in Duke University, with the advice of the student's academic adviser and the Director of Academic Affairs. Enrollment for cognate graduate study outside the University requires the approval of the Director of Academic Affairs. This includes studies abroad.

**The Curricular Paradigm†**

**Junior Year**

<i>Fall Semester</i>	<i>s.h.</i>	<i>Spring Semester</i>	<i>s.h.</i>
Old Testament 11 (or OT elective for advanced standing)	4	New Testament 18 (or NT elective for advanced standing)	4
Church History 13 (or CH or HT elective for advanced standing)	3	Church History 14 (or CH or HT elective for advanced standing)	3
Church and Ministry	2 or 3*	Elective	3
Elective	3	Elective	3
Total	12 or 13	Total	13

**Middler Year**

<i>Fall Semester</i>	<i>s.h.</i>	<i>Spring Semester</i>	<i>s.h.</i>
Systematic Theology 32	4	Christian Ethics Introduction 33	3
American Christianity 28	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Total	13	Total	12

**Administration of the Curriculum**

**General Regulations.** The following regulations pertain to students enrolled in the regular curriculum:

- 1. Full-time students are required to enroll for the required courses of the

\*Optional

†Senior year—elective courses, 12 s.h. fall and spring.

curriculum or for alternative courses offered for advanced standing in the order provided by the master schedule of the curricular paradigm.

2. Students in programs leading to either the Master of Divinity or Master of Religious Education degree are required at the time of each registration period to plan their course of study with consultation and approval of their assigned faculty advisers. Such programs are subject to review and approval of the Committee on Academic Standing, the Dean, and the Director of Academic Affairs.

3. Student Pastors in candidacy for the Master of Divinity degree are advised that their program will normally require a fourth academic year. Modification of this schedule of expectancy will be treated with reserve and will require the express approval of the Director of Academic Affairs on recommendation of the Director of Field Education.

a. Students with pastoral charges, or comparable extracurricular responsibilities, will normally enroll for not less than 7 semester hours, nor more than 10.

b. An entering student desiring to serve as a student pastor must have the approval of the Director of Field Education and must participate in an Orientation and Training Program (see Field Education, page 27).

c. Students who accept pastoral charges in their middler or senior years are required to have the prior approval of the Director of Field Education. Such students will be required to restrict their course work in accordance with the regulation 3a stated above, governing the course load of all student pastors-in-charge.

d. Modifications of these regulations, in the case of individual student pastors, will be scrupulously administered in terms of location of charge and commuting distance, magnitude of assignment, and residence during the academic week. Demonstrated academic achievement will regularly condition any modification of the normal limitation. Since adequate indication of the student's academic proficiency will not be available before the completion of the first academic year, no modification of regulation 3a for junior students is allowed.

Ordinarily, a Student Pastor may not commute more than fifty miles (one way). Student Pastors living further away than this will be required to live on campus during the academic week.

4. Student Assistant Pastors (not pastors-in-charge) may enroll for a full academic load providing they are not on probation, are under the supervision of the Director of Field Education, and possess field duties involving no more than 15 hours per week.

5. A student in candidacy for the Master of Divinity or Master of Religious Education degree shall enroll for no less than 7 semester hours in any semester. Variations from this regulation shall be by approval of the Director of Academic Affairs.

6. Study abroad, with transferable credit toward graduation, may be allowed for a candidate for the Master of Divinity degree by approval of the Director of Academic Affairs. Permission will not be granted in the absence of a strong academic record. Ordinarily, permission for such study may be granted to students who have completed the work of the middler year. Both the institution abroad and a specific course of study proposed must have the prior approval of the Director of Academic Affairs.

7. Transfer of credit to the Divinity School of Duke University, leading to

candidacy for the degree of Master of Divinity, ordinarily may not exceed in amount more than one-half of the academic credits (*in proportional evaluation*) required for fulfillment of degree candidacy (see chapter on Admission, page 6).

8. Auditing of courses is permitted on notice to the Director of Academic Affairs and by permission of the faculty instructor concerned. Auditors, not in regular course of study as candidates for degrees, are subject to a \$40.00 fee by University regulations.

9. Students in candidacy for a degree who secure minor employment outside the channels of the Field Education Office are *required* to inform the Director of Field Education. Students carrying an outside employment work load of more than 15 hours weekly will be required to limit their academic load.

10. Ordinarily it is expected that the work for the M.Div. degree be completed in three academic years (four for students on probation, who serve as Student Pastors, or who serve internship years). Extension of the student's work beyond six years from initial matriculation requires the approval of the faculty.

11. Students may, with permission of the faculty adviser and the instructor involved, take up to six hours of Independent Study. These Independent Study courses are ordinarily courses at an advanced level and which cover material not available in the regular curricular offerings. If students wish to take more than six hours of Independent Study, they may do so with permission from the Director of Academic Affairs in consultation with the student's faculty adviser and the instructor who will have direction of that particular program of study.

**Advanced Standing.** Advanced standing allows entering students to begin work in any given field at a level higher than that of the required curriculum, or to substitute a specialized or cognate course for a required one.

Entering students with substantial undergraduate preparation in areas closely related to required courses of the Divinity School may be eligible for advanced standing. While a student may be eligible for advanced standing in any subject, it is especially pertinent where students offer undergraduate majors of superior quality in Bible, religion, or philosophy. Students entering with 6 or more semester hours in the Greek language, for example, may enroll in advanced Greek courses (NT 118, NT 119, NT 226, NT 227). The fields in which entering students, by virtue of previous undergraduate study, are most likely to qualify for advanced standing are: Old Testament, New Testament, and Church History.

An entering student who offers not less than 6 semester hours of college credit, with a grade of *B* or better in one or more of these areas, may ordinarily anticipate advanced standing in corresponding required courses. All final transcripts will be studied, and advanced standing will be accorded to those who qualify under this provision.

A student who offers not less than three semester hours of college credit with a grade of *B* or better in one or more of these areas may, for satisfactory performance in a qualifying examination in the discipline, be granted advanced standing. Entering students who qualify under this provision must, on notice of admission, make request for the privilege of sitting for such an examination.

Students offered advanced standing at the time of matriculation may, after consultation with their faculty advisers, decline such standing and enroll in the required course.

A summary of advanced standing options will be available at the time of registration.

**Curricular Provisions and Procedures.** Admission to candidacy for the

Master of Divinity degree is admission to the regular program of studies. The master schedule constitutes the prospectus for the basic theological degree. The prospectus defines the normal sequence of the student's developing program. Variations of sequence are excluded except in the instance of students on limited programs, as in the case of student pastors, arranging their studies over four years, or Special Students.

Students who matriculate for the second semester of the junior year in January will be responsible for fulfilling requirements of the first semester of the junior year the succeeding fall semester.

The curriculum intends to serve graduate-professional aims with maximum flexibility. Fifty-one (51) elective course hours are available for proper ordering and programming to serve the ends of vocational and professional incentives. In planning a course of Study, the student, in consultation with his adviser, ought to choose a program which will give him a greater understanding and appreciation of future professional responsibilities. To this end the student may need to consult several members of the faculty and staff for guidance and, in fact, is encouraged to do so.

Professional ministries include those of the parish, preaching, teaching, and pastoral care; ministries of education in local churches and higher education; missions; campus ministry; specialized urban and rural ministries; chaplaincies—hospital, institutional, industrial, and military; teaching; religious journalism; audio-visual communications; church agencies; and ecumenical ministries at home and abroad. For many of these the curriculum is inadequate and further specialized training will necessarily be sought elsewhere beyond the basic degree. For all of these ministries the student's program of studies can be shaped to be foundational and purposeful for the particular ministry in view.

Students are encouraged to elect one course in each of the following areas or subdivisions of the curriculum beyond provisions supplied by any required courses. The course should be selected with a view to the individual student's vocational and professional aims:

American Christianity  
History of Religion  
Christian Education  
World Christianity and  
Ecumenics

Biblical Exegesis  
Pastoral Psychology  
Christian Ethics  
Worship and Preaching  
Care of the Parish (including  
Church and Community)

Students are also encouraged to concentrate, usually in not more than five advanced courses in any one subdivision of the curriculum, in an area directly supportive of and related to their vocational and professional intention.

The program of each student is subject to review and revision by action of the faculty adviser, the Committee on Academic Standing, the Director of Academic Affairs, or the Dean.

## General Information

**Ordination and Disciplinary Requirements.** Students preparing for ordination are strongly advised to fulfill denominational requirements for study of church polity. United Methodist students must attend to regulations of the *Discipline*, paragraph 344. The following courses have ordinarily been accepted as fulfilling the *Discipline requirements*: CT 32, Christian Theology, CH 139 or CH 140,

Methodist Church History, CP 155A, Methodist Polity. Students from other denominations should consult with their appropriate church bodies for specific requirements expected of them.

**Graduation Credits.** It is the responsibility of each student to see that he meets all requirements for graduation; and to take his courses in proper sequence. He is also responsible for seeing that any special permission granted him to deviate from the normal program is properly recorded in his personal files in the office of the Director of Academic Affairs.

**Grading System.** As of the academic year 1971-72, the Divinity School employs the grading scale with the following letters *A*, *B*, *C*, *D*, and *F* which have been defined as follows: *A*, Excellent; *B*, Superior; *C*, Average; *D*, Passing; *F*, Failure; *WP*, Withdrew Passing; *WF*, Withdrew Failing; *WI*, Withdrew Illness; *W*, Withdrew, discretion of the Dean; *I*, Incomplete; *P*, Passed; *N.C.*, Non-credit; *Z*, Year course.

The denotations are defined as follows according to quality points *A*, 4; *A*—, 3.7; *B*+, 3.3; *B*, 3.0; *B*—, 2.7; *C*+, 2.3; *C*, 2.0; *C*—, 1.7; *D*+, 1.3; *D*, 1.0; *D*—, 1.0; *F*, 0.

In all courses where the instructor considers attendance a necessary part of the work of the course, a student may not receive a grade of over *C* if his absences total 12 per cent of the regular class periods, and if the absences total 24 per cent of the class periods he may not receive credit for the course.

**Incompletes.** A student may petition the Director of Academic Affairs to receive a grade of Incomplete in a course. This petition must be filed in writing on the prescribed form with the Director on or before the last official day of classes of the semester in question. Such permission may be granted when a student, through some circumstances beyond his/her control, such as illness, has been hindered from meeting the course requirements. Adjudication of the petition will rest jointly with the Director and the instructor concerned. The Director will communicate in writing with the student regarding the joint decision and any conditions attached thereto. An Incomplete becomes an *F* unless it is removed through completion of assigned work by the following dates:

for Incompletes incurred in fall semester courses, March 1;

for Incompletes incurred in spring semester courses, October 10.

**Change of Course or Withdrawal.** A student is permitted to change his/her registration for course work without incurring a penalty during the prescribed drop-add period at the beginning of each semester. The adding of a course, naturally, requires the permission of the instructor of the course in addition to the student's faculty adviser.

No student shall be permitted to drop a course after the expiration of one-third of the period of instruction of the course without incurring failure, except for causes adjudged by the Director of Academic Affairs to be beyond the student's control. Conditions of emergency and not considerations of convenience shall be regarded as determinative in considering requests.

**Graduation With Distinction.** Students who achieve a grade point average of 3.85 for overall academic records in the Divinity School are granted the degree of Master of Divinity, Master of Theology, or Master of Religious Education, *summa cum laude*. Students with a grade point average of 3.65 are awarded such degrees, *magna cum laude*. Such distinction is specified on their diplomas.

# The Master of Religious Education Degree

The course of study leading to this degree is designed for persons desiring to prepare for leadership and service in the educational ministry of the church.

**Admission.** Applications for admission to the Master of Religious Education program are evaluated by the same standards as those applicable to the Master of Divinity degree and admission requirements and procedures are also the same. Students planning to specialize in Christian Education should study carefully those sections of this *Bulletin* which contain statements of policy regarding the most appropriate prerequisite studies for theological education and the procedures to be followed in applying for admission.

**Requirements.** The Master of Religious Education degree normally requires two years, or four semesters, of residence and study and the fulfillment of the following requirements:

- 1. Sixteen courses selected by the candidate in consultation with the Director of the program, or his representative, twelve of them limited electives and four free electives.
- 2. Field project, supervised by the Director of the program, with final oral examination by committee.
- 3. Weekly conferences of candidates with the Director of the program or another resource person. (Required in the first semester of the first year, and arranged in later semesters according to the student's interests and needs.)

## Program of Study for M.R.E. Degree

Limited electives*	12
Two courses in the Biblical Division	
Two courses in the Historical Division	
Two courses in the Theological Division	
Two courses in the Ministerial Division (other than Christian Education)	
Four courses in Christian Education	
Free electives*	3
Cognate courses in another department†	1
	<hr/>
	16
Weekly conferences of candidates (Required in fall semester, first year)	
Field project (Required of all candidates and usually scheduled in fall semester of second year)	

# The Master of Theology Degree

The course of study leading to the degree of Master of Theology is designed for graduates of accredited theological schools who desire to continue or resume

\*Limited electives may be completed through tutorials, if approved by the Director of the program and the instructor(s) involved, provided the total number of tutorials is ordinarily no more than 2.

†Free electives and cognate courses must be chosen by the student in consultation with the Director of the program and subject to the approval of the Director of Academic Affairs.



their theological education for enhancement of professional competence in selected areas of study. Enrollment in the Th.M. degree program is open to a limited number of students who have received the M.Div. (or the equivalent) with superior academic records.

Inquiries on admission may be addressed to the Director of Admissions for referral to the Director of the Th.M. program.

**General Requirements.** The general requirements for the degree of Master of Theology are:

1. Twenty-four semester hours of advanced studies, with an average grade of *B* (3.00 average on a 4.00 scale).

2. Superior performance in a comprehensive examination covering the major area of study. As an alternative to the comprehensive examination the student may elect to do a research project in his major area if approved by the supervising professor. This project shall carry 3 s.h. credit, to be counted within the twenty-four hours required.

3. Residence for one academic year.

There are no general language requirements, except that classical or modern languages may be required for certain programs (for example, in Biblical studies, Hebrew or Greek may be required).

**The Program of Study.** At least 12 of the required 24 hours must be taken in one of the basic divisions of study (Biblical, historical, theological, or ministerial) which shall be designated as the candidate's major, and at least 6 hours in another of the divisions which shall be designated as the candidate's minor. No more than 6 semester hours of work completed in another accredited institution may be transferred and credited toward the degree. Ordinarily, no more than 6 hours may be taken through directed reading, and no more than 3 in any one semester. In the area of pastoral psychology, up to 12 hours may be taken through clinical pastoral education.

The comprehensive examination will be given at the close of the course of study for the degree, ordinarily in May or September.

The entire program of studies and comprehensive examination should be completed within twelve months. In some cases, the time limit may be extended, but in no case beyond three years.

The candidate majoring in pastoral psychology may plan one of three programs or concentrations: a concentration in pastoral theology relating psychology and theological understanding to professional ministry, especially the parish, through coursework and supervised clinical experience; a concentration in pastoral care through coursework and an intern year in Basic Clinical Pastoral Education; a concentration in pastoral counseling through coursework and a year of Advanced Clinical Pastoral Education. In the context of clinical pastoral education various professional goals may be sought, including general understanding and skills in pastoral care and specialization in pastoral counseling and clinical supervision. The Clinical Pastoral Education Program is certified by the Association for Clinical Pastoral Education. Persons specializing in pastoral counseling will be moved toward certification with the American Association of Pastoral Counselors. Course PP 277A (or its equivalent) is considered a prerequisite for a major in pastoral psychology. (The 4 semester hours of credit are not applicable toward the 24 hours required for the degree, although the course will be indicated on the student's transcript). Accordingly, the student majoring in this area should ordinarily make provision for a program extending for a full calendar year beginning the first week in June.

**Financial Aid.** Candidates for the Th.M. degree are eligible for financial aid with the understanding that prior consideration is given to M.Div. candidates.

Please note in the pertinent sections of the chapter on Financial Information that the charges for tuition and general fee for the Th.M. degree are combined and are made on the basis of the number of semester hours taken, and that in order to be eligible for medical care a student must be taking at least 7 hours.



# 7

## Black Church Studies

A number of agencies and institutions have made significant contributions to the life of Black people in America. No one, however, nor all of them together can match the role that the Black Church has played in the Black man's struggle for freedom and dignity. This is probably true because the Black Church has been one of the few places and perhaps the only institution where the hopes and aspirations of Black people could be fully expressed.

Ignored and disregarded by theologian and historian alike, Black Church Studies has emerged to illuminate the Black religious experience and to investigate the positive contribution which the Black Church has rendered to the Black community in particular and to the broader aspects of American culture. Study in this area continues to search for the uniqueness of the Black Church, its ministry and its community. Based upon what is seen to be the nature and function of the Church for Black people, it is also the hope that strategies for relevant mission in ministry may be developed.

Black Church Studies at Duke Divinity School is an engagement of the Divinity School with the Black Church and the Black community and reflects a new appreciation for the Black Church and for the necessity in theological education for understanding Black culture and its positive contributions to the world in which we live.

At present a curriculum is being developed for Black Church Studies to implement the program and the curriculum. The Divinity School is fortunate to have secured a Director of Black Church Studies, Reverend Joseph B. Bethea. In addition, Dr. Carleton Lee, a distinguished Black scholar, was to have begun teaching responsibilities at Duke in the Fall of 1973, but Dr. Lee's untimely death in November, 1972, has hindered the fuller development of a Black Studies Program. The Divinity School is continuing its search, however, for a person of achievement and promise in this important area. Other courses have been and will continue to be offered by Black faculty members in other departments of the University and by scholarly associates in instruction who may be recruited as the need arises.

The Office of Black Church Studies offers counsel and advice to prospective seminarians in undergraduate schools and to anyone who may be considering full-time Christian service as a vocational choice. Since Black seminarians are the *raison d'être* for the Black Church Studies program here, the Director of Black Church Studies desires inquiries into our Black Church Studies Program. This office advises students in the planning of their curriculum, helps them in their Field Education placement, supervises their work there, and also assists in arranging for financial and adjustmental needs. For further information concerning this program, consult Reverend Joseph B. Bethea, Director of Black Church Studies, Duke Divinity School, Durham, North Carolina 27706.



# 8

## Continuing Education

### **The Continuing Education Center and Director**

The establishment of a new Continuing Education Center and the appointment of a Director of Continuing Education have enabled the Divinity School to offer expanded service in Continuing Education for Ministry. Dr. McMurry S. Richey, Professor of Theology and Christian Nurture, has assumed major responsibility as Director of Continuing Education to develop programs at the Divinity School and extension services in the region in cooperation with church leaders in Continuing Education. The Charles P. Bowles Continuing Education Center in the new wing of the Divinity School includes the Continuing Education Seminar Room and eleven spacious study carrels for ministers involved in short or long-term individual study or in-residence seminars.

### **Admission and Scholarships**

Conferences, churches, and other supporting groups and institutions have made available through the Divinity School certain designated funds to assist in Continuing Education for Ministry. Inquiries, applications for admission, and requests for Continuing Education Scholarships for In-Residence Seminars and the Summer Institute for Ministry, should be directed to Dr. McMurry S. Richey, Director of Continuing Education, The Divinity School, Box 4673, Duke Station, Durham, North Carolina 27706.

### **In-Residence Seminars**

During the academic year 1972-73 the Divinity School has conducted, under leadership of the Director of Continuing Education, a series of one- and two-week in-residence studies centering in the new Continuing Education Center.

Fall Semester seminars:

- "A Study of India," September 18-22, led by Dr. Creighton Lacy, Professor of World Christianity.
- "A Study of Romans," October 2-6, led by Dr. D. Moody Smith, Jr., Professor of New Testament Interpretation.
- "Black and White," October 9-13, with Olivia Pearl Stokes, National Council of Churches specialist in Urban Education, guest leader, with the Reverend Joseph B. Bethea, Director of Black Church Studies.
- "Salvation Today," November 27-December 8, led by Dr. McMurry S. Richey, Professor of Theology and Christian Nurture, with lectures also by Professors David C. Steinmetz, Robert E. Cushman, Carlyle Marney, Creighton Lacy, Frederick Herzog, and Thomas A. Langford.

Spring Semester seminars:

- "Downtown Church: Possibility/Problems," January 23-25, sponsored by "JSAC" (interdenominational Joint Strategy and Action Committee Strategy/Screening Task Force), led by Dr. Robert L. Wilson, Research Professor of Church and Society; Dr. Ezra Earl Jones, Department of Research and Survey, National Division, United Methodist Board of Global Ministries; and Dr. Norman E. Dewire, JSAC.
- "Parish Planning and Development," February 12-16 and 19-23, co-sponsored with Town and Country leadership of the North Carolina and Western North Carolina Conferences. Leaders: Bishop Edwin R. Garrison, Professors Robert L. Wilson, M. Wilson Nesbitt, O. Kelly Ingram.
- "Young Pastors' Seminar," March 12-16, for seminary graduates of 1968-70, led by Dr. Mark A. Rouch, Associate Director for Continuing Education, Division of the Ordained Ministry, The United Methodist Church.
- "Black Church Strategies," March 26-30, led by the Reverend Joseph B. Bethea, Director of Black Church Studies.
- "Doctrine and Doctrinal Standards," April 23-27, 30-May 4, led by Dr. McMurry S. Richey and colleagues.
- "Clergy and Laity," April 30-May 4, 7-11, led by Dr. Robert L. Wilson, Dr. McMurry S. Richey, other resource leaders, with lay participants.

## Extension Seminars and Courses

Annually for a quarter century the Divinity School, with the support of the James A. Gray Fund, and in cooperation with United Methodist Boards of Ministry and, more recently, Committees on Continuing Education, has conducted a series of extension or regional seminars for alumni and other ministers, both professional and lay. Leadership for the seminars includes faculty representatives from Duke and other institutions as well as prominent churchmen from the region. Directed in former years by Professors Kenneth W. Clark and William Arthur Kale, as well as the present Director, these seminars are now an integral part of the Continuing Education program.

The theme for the fall, 1972, seminars was "New Challenges to Faith and Proclamation." The Virginia Seminar was held in Mount Olivet United Methodist Church, Arlington, October 17-18. Lecturers were Dr. Lowell D. Streiker, Department of Religion, Temple University, and Dr. Thomas A. Langford, Dean and Professor of Systematic Theology, Duke Divinity School. Bishop W. Kenneth

Goodson of the Richmond Area was the preacher. Other leaders were Dr. Roy L. Smith, host pastor; Dr. James W. Turner, host district superintendent; and the Reverend Gilbert Cofer, Alexandria District.

The South Carolina Seminar was held at Lutheran Theological Southern Seminary, Columbia, November 8. Lecturers were Dean Langford; Dr. John D. Godsey, Professor of Systematic Theology, Wesley Theological Seminary; and Dr. Hugh George Anderson, President, Lutheran Seminary. The preacher was Bishop Edward L. Tullis. Other leaders were the Reverend William C. Stackhouse, Chairman, South Carolina Conference Continuing Education Committee; and Professor Martin F. Saarinen, Director of Continuing Education, Lutheran Theological Southern Seminary.

A third seminar, on "Understanding and Addressing the Secular Mind of Today," was held at Pfeiffer College, January 29-31, 1973. Lecturer for this study was Dr. Roger L. Shinn, Reinhold Niebuhr Professor of Christian Social Ethics, Union Theological Seminary, New York. This seminar was planned in cooperation with the Western North Carolina Conference Committee on Continuing Education, the Reverend Donald W. Haynes, Chairman, and its Extension Studies Committee, the Reverend Oscar Dowdle, Chairman, and served as the beginning unit of a semester post-seminary course offered by the Divinity School for ministers in the Charlotte area, with subsequent sessions on alternate Mondays of the Spring semester at St. James United Methodist Church, Charlotte. Dr. McMurry S. Richey directed the seminar and the continuing course, with resource leaders from the Divinity School and other institutions.



## The Convocation and Pastors' School

The annual Divinity School Convocation and North Carolina Pastors' School, a cooperative endeavor with the North Carolina and Western North Carolina Conferences of The United Methodist Church through the Board of Managers of the Pastors' School, brings ministers, lay persons, students, and faculty together for a series of lectures, sermons, and forums, along with alumni reunions and social occasions. The 1972 Convocation was held October 30-November 1. Dr. Edmund A. Steimle, Brown Professor of Homiletics, Union Theological Seminary, New York, was the Convocation Preacher. Dr. Ray C. Petry, James B. Duke Professor Emeritus of Church History, was the James A. Gray Lecturer. The Franklin S. Hickman Lecturer was Dr. Emerson S. Colaw, Hyde Park Community United Methodist Church, Cincinnati. Bishop Robert M. Blackburn of the Raleigh Area gave the Bishop's Hour address, and was joined by Bishop Earl G. Hunt, Jr. of the Charlotte Area for the Bishops' Panel. Dr. William Arthur Kale, Professor of Christian Education, was Alumni Lecturer. A special feature of the program was the dedication of the new Divinity School wing and the Alumni Memorial Commons Room.

The 1973 Convocation and Pastors' School, scheduled for October 29-31, will feature as Gray Lecturer Dr. Brevard Childs of Yale Divinity School; Bishops Earl G. Hunt, Jr. and Robert M. Blackburn as Convocation Preachers; the Franklin S. Hickman Lecturer on Ministry; Alumni Reunions for the Classes of '33, '38, '43, '48, '53, '58, '63, and '68; and as special new components, a series of "mini-courses" with various faculty members and small group dialogue sessions between students and ministers. Further information will be available from Dr. McMurry S. Richey, Director.

## Lectures and Symposia

**The James A. Gray Lectures.** These annual lectures, established in 1950 as part of a bequest made in 1947 by Mr. James A. Gray of Winston-Salem, North Carolina, are delivered in the context of the Divinity School Convocation and the North Carolina Pastors' School, held simultaneously on the Duke University campus.

**The Franklin S. Hickman Lectureship.** This lectureship, established in 1966 as part of a bequest by Mrs. Franklin S. Hickman in memory of her late husband, Dr. Franklin Simpson Hickman, Professor of Psychology of Religion, Duke Divinity School, is an annual event designed to bring a practicing minister of extraordinary qualities to campus for the period of two weeks. It culminates in two public lectures delivered in the context of the Divinity School Convocation and North Carolina Pastors' School.

**Symposium of Christian Missions.** Each year, the Divinity School presents a symposium on the world mission of the Church, usually including campus visits by a secretary of missionary personnel and a Duke alumnus serving overseas. The general aims are "to inform students and faculty of the philosophy and work of missions as seen through the personal experience of speakers; to educate present and future ministers so that they will have a vital concern for the promotion of missionary education in the local church; and to evaluate the missionary enterprise as a significant force in the revolutionary world."

## **Summer Institute for Ministry (Clinics and Studies)**

The annual summer clinics for ministers, wives, and other church leaders were held at the Divinity School from July 24 to August 3, 1972. These clinics, designed to supplement seminary education through intensive training in one selected subject, dealt with "Preaching in the Seventies," "The Minister's Marriage and His Family," "Christian Faith and Cultural Revolution," and "Church Dynamics in the Racially Changing Community." Guest leaders were Dr. Robert W. Kirkpatrick, Professor of Homiletics, Union Theological Seminary, Richmond; Dr. John H. Graham, Department of Town and Country Ministries, National Division of the Board of Missions, The United Methodist Church, New York; and Dr. Alan K. Waltz, Director of Research, The Program Council, The United Methodist Church, Dayton. Divinity School faculty leaders and lecturers were Professors John W. Carlton, Richard A. Goodling, P. Wesley Aitken, McMurry S. Richey, Robert L. Wilson, Thomas A. Langford, and M. Wilson Nesbitt, Director of the Summer Clinics.

The 1973 Summer Institute for Ministry, scheduled for July 2-12, will expand the Summer Clinics program to enable participants to enroll for one or both weeks and for a study course (Theology, Exegetical Studies, The Churches and the New Evangelicalism, The Minister as Change Agent) as well as a one- or two-week clinic (Pastoral Care, Evangelism for Today, Worship in the Contemporary Church, Parish Development). There will also be evening lectures, symposia, and other programs of general interest.

## **The Course of Study School**

In cooperation with the Department of Ministry of the Board of Education and the Southeastern Jurisdictional Conference of the United Methodist Church, Professor Paul A. Mickey directs the Course of Study School for pastors of the United Methodist Church. This school is in session for approximately four weeks each summer, and the required studies for one full year can be completed in this period. This is not a part of the regular work of the Divinity School degree program and no credit toward a seminary degree can be earned. The faculty includes representatives from the Divinity School and other church-related institutions. The twenty-fifth session of the Course of Study School is from June 25-July 20, 1973.

## **The J. M. Ormond Center for Research, Planning, and Development**

In memory of the late Dr. J. M. Ormond, Professor of Practical Theology of the Duke Divinity School and Director of the Rural Church Program under the Duke Endowment 1923-1948, the North Carolina Annual Conference established the J. M. Ormond Fund in 1951. This fund was a part of the special effort by the North Carolina and the Western North Carolina Conferences of the United Methodist Church to raise extra funds for the Divinity School. The Center is under the Director of Research, Professor Robert L. Wilson, and is jointly supported by the Ormond Fund and the program of the rural church under the Duke Endowment. This Center, structured in cooperation with the two Annual Conferences, has as its purpose assisting the church to perform its ministries. The Center utilizes the methodologies of the social sciences to provide research and planning services for congregations and denominational organizations.

## The Henry Harrison Jordan Loan Library

Henry Harrison Jordan, distinguished member of the Western North Carolina Conference (1862-1931), was memorialized by his children in the establishment of an endowment in 1947. The Divinity School librarian is the custodian of books purchased under this fund for loan, through postal services, to qualified ministers of all denominations or localities. The Jordan Loan Library undertakes to maintain a catalogue of up-to-date publications representative of the several theological disciplines and areas of the minister's professional interest. Books may be borrowed by application to the librarian of the Divinity School.

## The Duke Divinity School Review

Three times each year (autumn, winter, and spring) the Divinity School publishes a magazine designed to acquaint its readers with current theological thinking through the inclusion of public addresses given at the school, articles by faculty members and others, and book reviews. The *Review* is circulated free of charge to a mailing list of some 2,600, including alumni of the School, interested friends, campus ministers, teachers, administrators, and librarians. It is also available to students upon request.

## Other Programs

**Facilities for Advanced Study through the American Schools of Oriental Research.** Duke University is one of the supporting members of the American Schools of Oriental Research. Accordingly, students in the Divinity School have the privilege of attending the Albright Institute of Archaeological Research in Jerusalem, the American Center of Oriental Research in Amman, and other similar institutions without charge for tuition. They may also compete for the four fellowships offered annually by the Schools, the stipends depending upon available funds.

**Programs in Pastoral Psychology.** Programs in pastoral psychology beyond the studies incorporated in the M.Div. curriculum are provided in cooperation with the Duke University Medical Center. Four such special programs are available.

1. The Master of Theology degree with a major in pastoral psychology is ordinarily a calendar year program beginning the first full week in June. However, upon the recommendation of the staff, candidates with a quarter or more of clinical pastoral education may begin their program in September. The candidate may plan one of three programs or concentrations: a concentration in pastoral theology relating psychology and theological understanding to professional ministry, especially the parish, through coursework and supervised field or clinical experience; a concentration in pastoral care through coursework and an intern year in Basic Clinical Pastoral Education; a concentration in pastoral counseling through coursework and a year of Advanced Clinical Pastoral Education. In the context of clinical pastoral education various professional goals may be sought including general understanding and skills in pastoral care and specialization in pastoral counseling and clinical supervision. The CPE is certified by the Association for Clinical Pastoral Education. Persons specializing in pastoral counseling will be moved toward certification with the American Association of Pastoral Counselors. A quarter of clinical pastoral education (PP 277A or its equivalent) is considered a prerequisite

for all programs. Candidates who extend their program over the calendar year receive four certified units of clinical pastoral education.

2. Single quarters of basic clinical pastoral education are offered to qualified candidates beginning the first of February, running concurrently with the second semester in the Divinity School, and also beginning the first Monday in June, running eleven weeks.

3. A one year certificate or non-degree internship program in CPE is available through the Duke Medical Center for persons who hold the Master of Divinity degree or its equivalent. Also, students who wish to pursue a pregraduation intern year are invited to apply, provided they have completed at least one year of theological education. The certificate, non-degree intern year can be done at any level of CPE (basic, advanced, supervisory) for which the candidate and the supervisory staff judge him to be ready. These persons may enroll in the Divinity School as special students for a course or two each semester. Such training normally provides four quarters of certified CPE credit.

4. A two-week clinic in pastoral care is provided each summer as part of the Divinity School's continuing education program for persons with the M.Div. or equivalent degree.

For further information concerning any of these programs, write to Dr. Richard A. Goodling, Director, Programs in Pastoral Psychology, Duke Divinity School. See Master of Theology degree program.

## Library Memorial Funds

The following memorial funds provide resources to enrich the collections of the Divinity Library.

**Ormond Memorial Fund.** Established in 1924 by Dr. J. M. Ormond, '02, and Mrs. Ormond, in memory of his mother and father, Mr. and Mrs. J. J. Ormond, the income from the Ormond Memorial Fund is to be used for the purpose of a collection of books on the rural church for the Library of the Divinity School at Duke University.

**Avera Bible Fund.** Established in 1895 by gift of Mrs. L. B. McCullers in memory of her husband, Willis H. Avera, the fund provides for the purchase of books to be used for the Divinity School Library.

**Louis W. Bailey Memorial Fund.** This memorial fund was established in 1958 by the Reverend A. Purnell Bailey in memory of his father. The income is to be used for books for the Divinity School Library.

**The William Arthur Kale, Jr. Memorial Fund.** William Arthur Kale, Jr. was a member of the Duke University Class of 1958, a lover of sacred art and music, and a member of the University Chapel Choir. In his memory, there was established in 1964, by the provision of his parents, Professor and Mrs. William Arthur Kale, Sr., a fund for the purchase of books and other materials in the area of fine arts and religious musicology for the perpetual enrichment of the holdings of the Divinity School Library.



# 9

## Courses of Instruction

### Course Enrollment

Required courses are numbered 9 to 33. Elective courses carrying credit in the Divinity School only are numbered 70 to 199. Courses approved for credit by both the Divinity School and the Graduate School are numbered 200 and above. Divinity School students seeking to enroll in such jointly approved courses must have satisfactorily passed the basic work in these fields, such as Bible, Church History, Theology and Christian Ethics. Many courses of the 200 level require permission of the instructor for enrollment by Divinity School degree candidates. All courses of the 300 level require this permission. For this prerequisite the student should consult the roster of "Courses of Instruction" in this *Bulletin* and should also refer to published Registration Advices at the time of each semester registration.

Courses jointly approved by the Divinity School and the Graduate School of Duke University are published in the *Bulletin of the Divinity School*. Those courses only which are published in this *Bulletin* are approved for fulfillment of requirements for degrees offered by the Divinity School, other than those authorized as cognate studies under the curriculum of this school.

### Bible

Knowledge of the content of the English Bible is regarded as indispensable for fulfillment of conditions for the basic theological degree. Provision for review of these materials will be integral to the Old and New Testament introductory courses.

## Proposed Offerings, 1973-1974

The following courses are tentatively scheduled to be offered during the academic year 1973-74. Consult the following pages for full description.

OT: 11, 101, 106A, 130, 201-202, 207, 208, 304, 307, 350.

NT: 18, 103-104, 114, 116A, 118, 226A, 341.

CH: 13, 14, 139, 334, 336, 339, 344.

HT: 111, 120, 121, 123, 125, 141, 260.

AC: 28, 384, 385, 395, 396.

CC: 101, 102, 229.

CT: 32, 108, 110, 200, 210, 225, 226, 300, 320, 322, 372.

CHE: 33, 130, 194, 243-244, 383, 392.

CP: 128, 129, 146, 151, 152, 154, 155A, 157, 179A-B.

PR: 30, 181, 185, 203.

CW: 34, 178, 180, 182, 184.

CM: 9, 10.

PP: 70, 170, 173, 176B, 176C, 176D, 177, 178, 271, 273, 274, 275, 277B, 277C, 278, 279, 281A,B, 282A,B.

## Biblical Studies

### OLD TESTAMENT

**11. Introduction to Old Testament Interpretation.** An introduction to the literature, history, and religion of ancient Israel, with emphasis upon exegetical methodology. 4 s.h. *Bailey and Murphy*

**101. The Prophetic Movement.** A study of the prophetic movement in Israel from the earliest period to the post-exilic development of apocalyptic with special reference to the content and religious teaching of the prophetic writings. 3 s.h. *Efrid*

**106. Exegesis of the English Old Testament.** Prerequisite: OT 11 or equivalent.

106A. *Genesis*. Exegesis of the book of Genesis in English. 3 s.h. *Bailey*

106B. *Amos and Hosea*. Exegesis of Amos and Hosea in English. 3 s.h. *Bailey*

106D. *Poetry of the Old Testament*. Exegesis of selected poetical passages of the Old Testament in English. 3 s.h. *Murphy*

106E. *Old Testament Psalms*. Exegesis of various literary types; theological orientation of OT liturgical prayer; implications for prayer and liturgy today. 3 s.h. *Murphy*

**109. The Religion of the Old Testament.** A study of the religious ideas contained in the Old Testament with special reference to their interpretation from Robertson Smith to the present. 3 s.h. *Efrid*

**130. Seminar on Death and Dying.** Critical consideration of Biblical, legal, medical, and ethical perspectives. Prerequisites: OT 11; NT 18. 2 s.h. *Bailey, H. Smith, and Others*

**201. Introduction to Biblical Hebrew.** Elements of phonology, morphology, and syntax. Exercises in reading and writing Hebrew. 3 s.h. *Bailey*

**202. Introduction to Biblical Hebrew and Hebrew Exegesis.** Study of the weak verb; exegetical treatment of the book of Jonah. 3 s.h. (Note: 201-202 are not credited separately.) *Bailey*

**207. Second Hebrew.** Historical Hebrew grammar with reading and ex-

egesis of Old Testament prose. (Pentateuch and historical books in alternate years.) First semester. 3 s.h. *Wintermute*

**208. Second Hebrew.** Historical Hebrew grammar and rapid reading of prose and poetry. Second semester. 3 s.h. *Murphy*

**209. Old Testament Theology.** Studies of the Old Testament in regard to theological themes and content. Prerequisite: OT 11 or equivalent. 3 s.h. *Murphy*

**223. Exegesis of the Hebrew Old Testament.** Prerequisite: OT 201-202.

223A. *Amos and Hosea.* Interpretation based upon Hebrew exegesis, stress upon hermeneutical method. 3 s.h. *Bailey*

223B. *Job.* Exegesis of the book of *Job* in Hebrew. 3 s.h. *Murphy*

223C. *Exodus.* Exegesis of the book of *Exodus* in Hebrew. 3 s.h. *Bailey*

**237. History of the Ancient Near East.** Emphasis upon the religions, literature and art of Mesopotamia. 3 s.h. *Bailey*

**242. Life After Death in Semitic Thought.** Consideration of the various ideas from the early second millennium through the Intertestamental Period. Exegesis of selected OT passages. Evaluation of recent research. Prerequisite: OT 11 or the equivalent. Knowledge of Hebrew helpful but not required. 3 s.h. *Bailey*

**302. Studies in the Intertestamental Literature.** Selected documents of the Apocrypha and Pseudepigrapha examined exegetically and theologically in their relation to post-exilic Judaism. Prerequisite: permission of the instructor. 3 s.h. *Staff*

**304. Aramaic.** A study of the Aramaic portions of the Old Testament, and selected passages from later Aramaic texts. 3 s.h. *Murphy*

**304A. Targumic Aramaic.** A study of selected portions of the Targums of the Old Testament. 3 s.h. *Meyers*

**305. Third Hebrew.** An interpretative study of late Hebrew prose, with readings from Chronicles, Ecclesiastes, and the Mishnah. 3 s.h. *Davies or Meyers*

**306. Language and Literature of the Dead Sea Scrolls.** A study in interpretation. Prerequisite: a knowledge of Hebrew. 3 s.h. *Wintermute*

**307. Syriac.** A study of the script and grammar, with readings from the Syriac New Testament and other early Christian documents. Some knowledge of Hebrew and Aramaic is a prerequisite. 3 s.h. *Charlesworth*

**323A. Comparative Semitics.** An introduction to the morphology and syntax of classical Arabic and the Semitic languages of Mesopotamia together with a consideration of their relationship to Hebrew. 3 s.h. *Wintermute*

**323B. Comparative Semitic II.** An introduction to the morphology and syntax of classical Ethiopic and the Semitic languages of Palestine-Syria together with a consideration of their relationship to Hebrew. 3 s.h. *Wintermute*

**350, 351. Seminar in Old Testament.** Research and discussion on selected problems in the Old Testament and related fields. 3 s.h. *Murphy*

**373-374. Elementary Akkadian.** Study of the elements of Akkadian grammar. Reading of Neo-Assyrian texts shedding light on the Old Testament. Prerequisite: Biblical Hebrew. 6 s.h. *Bailey*

**375-376. Elementary Ugaritic.** Study of the elements of Ugaritic. Prerequisite: Biblical Hebrew. 6 s.h. *Staff*

## NEW TESTAMENT

**18. Introduction to New Testament Interpretation.** An introduction in the literature of the New Testament with special attention to the perspectives and methods of historical-critical investigation and interpretation. 4 s.h. *Efird or M. Smith*

**103-104. Hellenistic Greek.** Designed for beginners to enable them to read the Greek New Testament. 6 s.h. (Two sections.) *Efird*

**105. Studies in Paul.** An investigation of Paul's apostolate based upon the Acts and the Epistles with attention to Paul's theology as reflected in selected passages. 3 s.h. *Efird*

**114. Jesus in the Gospels.** A consideration of the origins, transmission, and literary fixation of the Jesus traditions with special attention to the message of the kingdom, the problem of messianic self-consciousness, and the passion. 3 s.h. *M. Smith*

**116. Exegesis of the English New Testament I.** A. Luke-Acts; B. Galatians; C. The Pastoral Epistles; D. I and II Corinthians. (NT 116A, B, C, and D are separate courses offered in different semesters.) 3 s.h. *Staff*

**117. Exegesis of the English New Testament II.** A. The Gospel and Epistles of John; B. Romans; C. Revelation; D. Mark. (NT 117A, B, C, and D are separate courses, offered in different semesters.) 3 s.h. *Staff*

**118. The New Testament in Greek.** Readings in the Gospels. 3 s.h. *Staff*

**119. The New Testament in Greek.** Readings in the Epistles. 3 s.h. *Staff*

**225. Living Issues in New Testament Theology.** Critical examination of major problems and issues in New Testament interpretation and theology. Prerequisite: 4 s.h. of NT or the equivalent. 3 s.h. *M. Smith*

**226. Exegesis of the Greek New Testament I.** A. Mark and Matthew; B. Romans; D. I and II Corinthians; E. Gospel and Epistles of John. (NT 226A, B, D, and E are separate courses, offered in different semesters.) Prerequisite: NT 103-104. 3 s.h. *J. L. Price, M. Smith, or F. W. Young*

**227. Exegesis of the Greek New Testament II.** A. Luke-Acts; B. Galatians; C. The Pastoral Epistles. (NT 227A, B, and C are separate courses, offered in different semesters.) Prerequisite: NT 103-104. 3 s.h. *J. L. Price, M. Smith, or F. W. Young*

**258. Coptic.** Introduction to the Sahidic dialect with selected readings from Christian and Gnostic texts. Prerequisites: at least one year of Greek. 3 s.h. *Wintermute*

**311. Pharisaic Judaism in the First Century.** A reading course in first-century Pharisaic Judaism. 3 s.h. *Davies*

**312. Pauline Theology.** Studies in aspects of Paulinism in the light of recent scholarship. 3 s.h. *Davies*

**314. Judaism and Christianity in the New Testament.** A study of their interaction. 3 s.h. *Davies*

**319. The Gospel According to St. Matthew in Recent Research.** 3 s.h. *Davies*

**340, 341. Seminar in the New Testament.** Research and discussion on a selected problem in the Biblical field. 3 s.h. *J. L. Price and M. Smith*

**345. The Epistle to the Hebrews in Recent Research.** 3 s.h. *Davies*

## **II. Historical Studies**

### **CHURCH HISTORY**

**13. History of the Church to the Protestant Reformation.** A survey through the fifteenth century in terms of spiritual genius, organizational development, great literature, and representative movements. 3 s.h. *Gillespie and F. Young*

**14. History of Modern European Christianity.** A survey of the main currents in Reformation and post-Reformation church history. 3 s.h. *Steinmetz and Raitt*

**120. The Reformation of the 16th Century.** Theological issues in the Protestant Reformation. Prerequisite: CH 14. 3 s.h. *Raitt*

**126. The English Reformation.** The religious history of England from the accession of Henry VIII to the death of Elizabeth I. Extensive readings in the English reformers from Tyndale to Hooker. 3 s.h. *Steinmetz*

**139. Methodism.** A study of Methodist societies in England and the developing church in America as they gave rise to such historic issues as polity, education, division, and reunion. Prerequisite: CH 13-14. 3 s.h. *Baker*

**140. The Rise of Methodism and the Anglican Background.** The Methodist societies within the Church of England to the death of Wesley. Prerequisite: CH 13-14. 3 s.h. *Baker*

(Students are advised that either CH 139 or CH 140 will satisfy the United Methodist Discipline Requirement No. 344.)

**141. The Classic Age of the English Hymn.** See CW 141.

**145. The Later Reformation and the Rise of Protestant Orthodoxy.** Problems in Protestant theology before Kant. Extensive readings in the classic dogmatists of the Lutheran and Reformed traditions. 3 s.h. *Raitt*

**236. Luther and the Reformation in Germany.** The theology of Martin Luther in the context of competing visions of reform. 3 s.h. *Steinmetz*

**247. Readings in Latin Theological Literature.** Critical translation and study of important theological texts in Latin from various periods of the history of the Church. 3 s.h. *Steinmetz*

**334. Church Reformers and Christian Unity.** Theology and ecclesiastical reform in the later middle ages. Extensive readings in Marsilius of Padua, William Ockham, Jean Gerson, Pierre d'Ailly, Nicholas of Cusa, Jan Hus, Gabriel Biel, Wessel Gansfort and Desiderius Erasmus. 3 s.h. *Steinmetz*

**335. The English Church in the Eighteenth Century.** Studies of Christianity in England from the Act of Toleration, 1689, to the death of John Wesley, 1791. 3 s.h. *Baker*

**336. Christian Mysticism in the Middle Ages.** Source studies, in historical perspective of such late medieval mystics as Bernard of Clairvaux, the Victorines, Ramon Lull, Meister Eckhart, Richard Rolle, Catherine of Siena, and Nicholas of Cusa. Prerequisite: CH 13. 3 s.h. *Raitt*

**339. The Radical Reformation.** Protestant movements of dissent in the sixteenth century. Special attention will be devoted to Müntzer, Carlstadt, Hubmaier, Schwenckfeld, Denck, Marpect, Socinus, and Menno Simons. 3 s.h. *Steinmetz*

**344. Zwingli and the Origins of Reformed Theology.** Source studies in the early Reformed tradition. 3 s.h. *Steinmetz*

## HISTORICAL THEOLOGY

**111. History of Early and Medieval Doctrines.** A study of basic Christian doctrine of the early and medieval church, with special emphasis on the doctrines of God, Christ, justification, and the sacraments. 3 s.h. *Gillespie*

**120. Early Medieval Theology of Grace.** A study of anthropological theology in the early and medieval church. 3 s.h. *Gillespie*

**121. Readings in Sacramental Theology.** The sacraments in the history of Christian thought. 3 s.h. *Raitt*

**123. Readings in Historical Theology.** In-depth studies of representative figures of the early and medieval church, such as Clement of Alexandria, Irenaeus, Cyprian, Boethius, Anselm, Bonaventure, Thomas Aquinas, or others. Prerequisite: CH 13-14. 3 s.h. *Gillespie*

**125. Introduction to Ecclesiastical Latin.** A study of grammar and readings pertinent to the Latin Middle Ages. 3 s.h. *Gillespie*

**136. Theology of St. Thomas Aquinas.** An examination of major theological themes in the *Summa Theologica*. 3 s.h. *Gillespie*

**141. Women, Religion and Theology.** An historical study of fundamental religious perceptions and theological interpretations of woman. 3 s.h. *Raitt*

**241. Problems in Reformation Theology.** Prerequisite: Permission of the instructor. 3 s.h. *Steinmetz*

**246. Problems in Historical Theology.** Prerequisite: Permission of the instructor. 3 s.h. *Raitt*

**251. The Counter-Reformation and the Development of Catholic Dogma.** Issues in Roman Catholic theology from the Reformation to the Second Vatican Council. 3 s.h. *Raitt*

**260. Life and Thought of the Wesleys.** A seminar on John and Charles Wesley and their colleagues in relation to English culture and religion in the eighteenth century. Prerequisite: Permission of the instructor. 3 s.h. *Baker*

**261. The Theology of John Wesley.** A study of the development and struc-

ture of Wesley's theology, with special reference to his doctrines of man and salvation. 3 s.h. *Richey*

**308. Greek Patristic Texts.** Critical translation and study of selected Greek texts illustrative of significant aspects of patristic theology and history from the second through the fifth century A.D. Prerequisite: Permission of the instructor. 3 s.h. *F. W. Young*

**313. The Apostolic Fathers.** A study of the religious thought in the writings of the Apostolic Fathers. 3 s.h. *F. W. Young*

**317. Seminar in the Greek Apologists.** A study of the apologetic writings of the Greek Fathers in relation to the challenges of their contemporary world. Special attention will be given to leading protagonists of late Graeco-Roman culture, such as Celsus, Porphyry, Julian, *et al.* 3 s.h. *F. W. Young*

**318. Seminar in the Greek Fathers.** A study of selected topics from the Greek Fathers. 3 s.h. *F. W. Young*

**338. Calvin and the Reformation in Switzerland.** The theological development of John Calvin. A comprehensive examination of his mature position with constant reference to the theology of the other reformers. 3 s.h. *Steinmetz*

## AMERICAN CHRISTIANITY

**28. History of American Christianity.** A consideration of the nature of Christianity in America and the history of its development. 3 s.h. *Henry*

**199. The American Social Gospel.** A study of Protestant social thought and action in America since 1865. 3 s.h. *Henry*

**296. Religion on the American Frontier.** A study of the spread of evangelical Christianity as a theological and cultural phenomenon of the American West. 3 s.h. *Henry*

**377. Contemporary American Theatre and Evolving Theological Forms.** An examination of creed and ritual implicit and explicit in contemporary American theatre, of stage, film, and television. 3 s.h. *Henry*

**384. Religious Dissent in American Culture.** History and significance of dissent in the theology and culture of America. 3 s.h. *Henry*

**385. Religion in American Literature.** A critical study of the meaning and value of religious motifs reflected in American literature. 3 s.h. *Henry*

**395. Christian Thought in Colonial America.** Exposition of the main currents in Protestant theology. 3 s.h. *Henry*

**396. Liberal Traditions in American Theology.** A study of the main types of modern religious thought, beginning with the theology of the Enlightenment. 3 s.h. *Henry*

**397. Contemporary American Theology.** A critical appraisal of major tendencies. 3 s.h. *Henry*

## HISTORY OF RELIGIONS

**158. Contemporary Non-Christian Religions.** Critical consideration of con-

temporary conditions in major non-Christian traditions, with special reference to Hinduism, Buddhism, Islam, and African Religions. 3 s.h.

**180. Religions of the Near East.** Historical and theological introduction to the major indigenous traditions of the Near East, especially Zoroastrianism and Islam. 3 s.h. *Partin*

**280. The History of Religions.** A study of the methodology of the history of religions, the nature of religious experience and specific categories of religious phenomena. Permission of the instructor. 3 s.h. *Partin*

### III. Theological Studies

#### CHRISTIAN THEOLOGY

**32. Christian Theology.** The major themes of the theology of the church. 4 s.h. *Cushman, Herzog, and Langford*

**100. Introduction to Black Theology.** A critical analysis of the recent rise of black consciousness in America and its significance in the theological preparation of the Christian ministry. 3 s.h. *Staff*

**108. Major Trends in Contemporary Theology.** A study of recent developments in theology, such as non-religious theology, hermeneutic theology, and death of God theology, in the light of revelation and authority. 3 s.h. *Herzog or Langford*

**110. This Life and the Age to Come.** Christian eschatology and the meaning of history in the light of God's triumph over sin, suffering, and death. 3 s.h. *Robinson*

**200. The Person and Work of Christ.** The problem of knowledge of Christ and formulation of a doctrine of his work and person in the light of Biblical eschatology. Prerequisites: CT 32. 3 s.h. *Cushman*

**210. Contemporary British Theology.** Selected problems in representative British theological writings after 1900. 3 s.h. *Langford*

**211. Authority in Theology.** The idea and function of authority in theology. 3 s.h. *Langford*

**212. The Doctrine of the Holy Spirit.** A study of the person and work of the Holy Spirit. 3 s.h. *Langford*

**214. The Christian Doctrine of Salvation.** Systematic exposition and re-statement of the historic faith of the Church in relation to representative secular alternatives of ancient and modern times. Prerequisite: CT 32 or equivalent. 3 s.h. *Cushman*

**215. The Nature and Mission of the Church.** Christian understandings of the church, Biblical, historical, contemporary, with a view toward ecumenical doctrinal construction. 3 s.h. *Herzog*

**216. Kierkegaard Studies.** Critical examination of selected works. 3 s.h. *Robinson*

**217. Theological Explorations.** A seminar on contemporary theological issues, content to be designated by the Theological Division. 3 s.h. *Staff*

**224. Conceptions of Man in Western Thought.** An analysis and interpretation of important types of philosophical and theological theory. 3 s.h. *Richey*

**225. The Christian Understanding of Man.** Representative historical and recent theological interpretations of man's nature, predicament, deliverance, and possibility. 3 s.h. *Richey*

**226. Theology and Contemporary Secular Understandings of Man.** Critical theological examination of selected current interpretations of human nature and the human situation. 3 s.h. *Richey*

**300. Systematic Theology.** Method and structure of systematic theology, the doctrine of God, theological anthropology, and Christology. Prerequisite: CT 32 or equivalent. 3 s.h. *Cushman, Herzog, and Langford*

**303. The New Hermeneutic and the Idea of History.** A critical examination of key thinkers in present-day European systematic theology (Fuchs, Ebeling, Moltmann, Ott, and Pannenberg) in the light of Ernest Bloch's philosophy. Prerequisite: CT 32. 3 s.h. *Cushman and Herzog*

**320. Hegel and Schleiermacher.** A study of two makers of modern Protestant thought. 3 s.h. *Herzog*

**322. Nineteenth-Century European Theology.** Protestant theology from Kant to Herrmann. 3 s.h. *Herzog*

**325. Philosophical Theology.** Theology, as the knowledge of God, considered in dialogue with selected pagan and Christian philosophers from Plato to Kant. Prerequisite: CT 32 or equivalent. 3 s.h. *Cushman*

**326. Philosophical Theology II.** Main problems of philosophical theology in the modern period. Prerequisite: CT 325 or permission of instructor. 3 s.h. *Cushman*

**328. Twentieth-Century European Theology.** Critical examination of the thought of selected Protestant theologians from 1900 to 1950. Prerequisite: CT 32. 3 s.h. *Cushman and Herzog*

**372. Theology of Paul Tillich.** An examination of Tillich's philosophical theology. 3 s.h. *Robinson*

## CHRISTIANITY AND CULTURE

**101. Types of Religious Philosophy.** Basic historical orientation of religious thought, especially in Western culture. 3 s.h. *Robinson*

**102. Science and Biblical Theism.** Presuppositions, method, and content of scientific knowledge in physics and biology in relation to creation and providence. 3 s.h. *Robinson*

**229. Tragedy and Christian Faith.** An analytical and constructive philosophical interpretation of the fundamental tragic dimensions of human life in the light of a Christian theological understanding. 3 s.h. *Robinson*

## CHRISTIAN ETHICS

All courses in Christian Ethics numbered 200 or above require a prerequisite of CHE 33 or permission of the instructor; 300-level courses require permission of the instructor.

**33. Christian Ethics.** Theological assumptions, ethical principles, and their application to contemporary issues of Christian social policy. 3 s.h. *Beach, Lacy, and H. Smith*

**107. The Biblical Bases of Christian Ethics.** Examination of major themes and moral teachings principally in the Decalogue, the Gospels, and the Epistles, with application to some contemporary issues. Prerequisite: OT 11, NT 18, or equivalent. 3 s.h. *H. Smith*

**113. Contemporary Issues in Christian Morals.** Constructive examination of selected areas of public and private morality. 3 s.h. *Beach or H. Smith*

**115. Christian Social Action in the Local Church.** Christian ethical principles, resources, procedures, and programs for pastoral leadership in parish social action. 2 s.h. *H. Smith*

**122. Moral Theology in the Nineteenth Century.** Critical and comparative examination of ethical theory as exhibited in the work of representative theologians. 3 s.h. *H. Smith*

**130. Seminar on Death and Dying.** Critical consideration of Biblical, legal, medical, and ethical perspectives. (Also listed as Biblical Studies 130.) Prerequisites: OT 11, NT 18. 2 s.h. *H. Smith, Bailey, and Others*

**194. The Protestant Church and American Culture.** Analysis from the perspective of Christian ethics of current problems in the interpenetration of Church and culture with explicit reference to the parish setting. 3 s.h. *H. Smith*

**243-244. Interdisciplinary Seminar in Medical-Legal-Ethical Issues.** A seminar composed of students and faculty from the Medical, Law, and Divinity Schools for critical consideration of selected pertinent issues of mutual professional interest. 3 s.h. *H. Smith and Others*

**245. Ethics in World Religions.** Moral foundations, assumption and applications in such historic faiths as Hinduism, Buddhism, Confucianism, and Islam, in the light of Christian ethical perspectives. 3 s.h. *Lacy*

**262. Marxist Ideology and Christian Faith.** Comparative examination of Communist and Christian doctrines such as man, society, sin, history and eschatology together with an introduction to the contemporary dialogue. 3 s.h. *Lacy*

**292. Christian Ethics and International Relations.** An examination of Christian attitudes toward such issues as war and peace, the rule of law, foreign aid, and human rights; and the Church's contribution to international policies and institutions. 3 s.h. *Lacy*

**383. Moral Theology in the Twentieth Century.** Critical and comparative examination of ethical theory as exhibited in the work of selected contemporary theologians. 3 s.h. *H. Smith*

**388. Ethics and Medicine.** A critical study of selected aspects of modern biomedical technology with special reference to the ethical assumptions informing their development and practice. 3 s.h. *H. Smith*

**389. Christian Ethics and Contemporary Culture.** A study of the interaction between Christian thought and current secular social theory. Prerequisite: permission of the instructor. 3 s.h. *Beach*

**390. Current Problems in Christian Ethical Theory.** A critical study of dominant issues in Christian ethics: such as community, conscience, contextualism, power, and technology. 3 s.h. *Beach*

**391. Historical Types of Christian Ethics I.** A critical study of representative statements of Christian ethical theory through the early Reformation. 3 s.h. *Beach*

**392. Historical Types of Christian Ethics II.** A continuation of CHE 391, from the Reformation through current Christian ethical theory. 3 s.h. *Beach*

**394. Christianity and the State.** The relation of the Christian theory of the State to political problems with special consideration of the religious assumptions underlying democratic theory and practice, and of the relationship of the Church to the State. 3 s.h. *Beach*

## **World Christianity and Ecumenics**

**24. The Christian World Mission.** A study of theological foundations, guiding principles, and contemporary problems of the world Christian community. 3 s.h. *Lacy*

**133. The Expansion of Christianity.** A survey of the spread of Christianity and the growth of the church with special emphasis on nineteenth and twentieth century Protestantism in the non-Western World. 3 s.h. *Lacy*

**135. Area Studies of the Christian Church.** The cultural setting and current programs and policies of the Church in one of the following areas: (a) Latin America, (b) India and Pakistan, (c) Africa, (d) Southeast Asia, (e) Japan-Korea-Philippines, (f) Moslem Lands, or (g) United States Home Missions. (One of these areas may be taken as an independent reading course, WC 399, when not offered as a seminar.) 3 s.h. *Lacy and Others*

**156. The Ecumenical Movement.** Its contemporary development, structures, activities, and problems, against the background of Church unity and disunity. 3 s.h. *Lacy*

**386. Seminar: Christianity in Dialogue with Other Faiths.** Contemporary currents of Christian thought as they relate to resurgent non-Christian religions and involve new formulations of a theology of mission. 3 s.h. *Lacy*

## **IV. Ministerial Studies**

### **THE CARE OF THE PARISH**

**9. Church and Ministry I.** Contemporary views of the nature and normative function of the Church in modern society and some implied conceptions of the ministry. (Course offered in three sections.) 2 s.h. *Beach, Cousin, and Langford*

**10. Church and Ministry II.** Exposure to and reflection upon various contexts of present-day Christian ministry with a view to integration of contexts with the work of the Church, its nature, and appropriate styles of ministry. 3 s.h. *Goodling or Mickey*

**128. An Organization Development Approach to Church Administration.**

A study of the pastor's role as participant-facilitator with attention to organizational theory and facilitative skills employing the group workshop method of learning. 3 s.h. *Ingram*

**129. The Pastor as Consultant to Church Organization.** A consideration of the pastor's role as organizational consultant with special emphasis on data gathering, diagnosis and intervention using experiential learning designs. 3 s.h. *Ingram*

**146. Church Building.** The role of the pastor in planning and executing building programs in the local church: architectural consideration and counsel. building requirements and plans. 2 s.h. *Nesbitt*

**148. Christian Stewardship and Church Finance.** A seminar to consider the principles of stewardship education, budget-making, enlistment in church support. 2 s.h. *Ingram*

**150. Church and Community.** The structure and dynamic factors shaping the present-day community together with their import for the work of the Church. 2 s.h. *Wilson*

**151. The Town and Country Church.** The small church, the circuit church, circuit administration, larger parish and group ministry, and the Town and Country movement. 2 s.h. *Nesbitt*

**152. Evangelism and the Local Church.** A study of the nature, purposes, and methods of contemporary Christian evangelism with special attention to the local church. 3 s.h. *Ingram*

**153. Comparative Polity and Ecumenics.** A study of selected examples of church polity as represented in the Catholic and Protestant traditions in relation to present-day developments. 3 s.h. *Ingram*

**154. The Urban Church.** The function, nature, program, and administration of the effective city church and of the urban minister's distinctive task. 2 s.h. *Wilson*

**155. A, B, C, D. Church Polity.**

A. *The United Methodist Church.* A study of the history of Methodist government and contemporary polity. 3 s.h. *Ingram*

B. *The Baptist Churches.* 2 s.h.

C. *The United Church of Christ.* 2 s.h.

D. *The Presbyterian Churches.* 2 s.h.

**157. The Church and Social Change.** A sociological study of the relationship of the church to the process of social change, including the role of the church as innovator, the church as participant in social movements, method(s) of accomplishing change, and the religious leader as an agent of social change. 3 s.h. *Wilson*

**159. The Church and Extremism.** A study of extremist groups, including their ideology, activities, and methods of operation. Particular attention will be given to ways by which the congregation and clergyman can deal with such organizations in the local community. 2 s.h. *Wilson*

**179. A, B. Seminar on Church Research.** Methods of research and survey for the gathering, analysis, and interpretation of church and community data, together with preparation and use of denominational statistics. 3 s.h. *Wilson*

**189. The Multiple Staff Ministry.** Group work, leadership and organizational theories as applied to staff ministries in large church and cooperative parish settings. 3 s.h. *Ingram*

## **CHRISTIAN EDUCATION**

**101. Faith and Nurture.** Foundations in theology and educational theory for the teaching ministry of the Christian community. 3 s.h. *Richey*

**105. The Church and Christian Nurture.** A constructive survey of the local church as a community of Christian nurture. Statement of evaluation of objectives, leadership and resource materials, structural patterns and administrative and supervisory procedures for the church school. 3 s.h. *Staff*

**149. The Ministry to the Campus.** An examination of the circumstances which have produced, and the unique problems which confront, the ministry on the campus, considered from the perspective of the Christian idea of higher education. 3 s.h. *Staff*

**161. Method in Teaching-Learning.** Basic teaching procedures required by professional and lay workers in the local church. Opportunities are arranged for observation and guided practice. Usually required for candidates for the MRE degree. 3 s.h. *Staff*

**162. Curriculum Building in the Local Church.** An examination of influential theories of and contemporary trends in curriculum construction, together with an evaluation of existing curricula. Actual designing of short units for use in the local church. 3 s.h. *Staff*

**164. Christian Education of Children.** The organization and administration of the work of the church with preschool and elementary-age children. 2 s.h. *Staff*

**165. Christian Education of Youth.** The organization and administration of the youth program in the local church. 2 s.h. *Staff*

**166. Christian Education of Adults.** A study of the needs of adults, the materials, methods, and principles of organization for the Christian education of adults. 2 s.h. *Staff*

**167. Theology and the Laity.** A study of contemporary lay movements and centers, the ministry and mission of the laity in Church and world, and the ministry of teaching in the lay renewal of the Church. 3 s.h. *Richey*

**169. Major Issues in Christian Education.** Critical examination of selected issues in Christian Education. 3 s.h. *Richey*

**M.R.E. Thesis or Project.** Required of all candidates for the Master of Religious Education degree. *Staff*

## **PASTORAL PSYCHOLOGY**

**70. Group Process and Personal Identity.** A small group experience to enhance personal growth and explore personal identity and interpersonal styles of relating. 2 s.h. *Staff*

**170. Pastoral Conversation.** A consideration of the nature of the pastor's

conversation with people in his total caring ministry grounded in the person-centered understanding of personality processes and human relationships, using textual and conversational materials. 3 s.h. *Goodling*

**171. Pastoral Counseling.** Consideration of the structures and processes of pastoral counseling; pastoral evaluation, referral, intake, contract, goals, transference, termination, and other special problems. Prerequisite: permission of instructor. 3 s.h. *Goodling*

**172. Pastoral Care in Marriage and Family Life.** Pastoral care in marriage and family life with special emphasis on premarital guidance within the context of the local church's program of family life education. 3 s.h. *Goodling*

**173. Psychotherapy and Sanctification.** An analysis of structuring and growth processes in psychotherapy in the light of a Christian understanding of sanctification. 3 s.h. *Mickey*

**174. Religion and Personality Processes.** Psychological and religious interpretation of man's basic experiences; personality factors in religious development; psycho-dynamic meanings and uses of religious beliefs and practices. 3 s.h. *Goodling or Mickey*

**175. Special Practicum Projects.** For advanced students who want additional clinical experience under supervision in a pastoral care setting (inner-city; alcoholic rehabilitation; counseling; etc.). *Staff*

**\*176. A, B, C, D. Pastoral Care and Persons in Institutions.**

A. Lectures by staff and ward visits at the Dorothea Dix State Hospital in Raleigh (and related facilities: Alcoholic Rehabilitation). 3 s.h. *Staff*

B. Lectures by staff and ward visits at the Murdoch Center for the Mentally Retarded and other facilities in the Butner, North Carolina, complex (State Hospital, Alcoholic Rehabilitation, Training School). 3 s.h. *Staff*

C. Lectures by staff and ward visits at the Central Prison in Raleigh (and related correctional facilities). 3 s.h. *Staff*

D. The Church's ministry to the elderly and homebound explored through lectures, case conferences, and visits to the elderly and homebound parishioners of local Durham churches. 3 s.h. *Goodling*

**\*177. Pastoral Care in the General Hospital Setting.** An examination, through intensive individual and group supervision, of the student's pastoral ministry to the ill, the dying, and the bereaved in the general hospital setting. Prerequisite: PP 170. 3 s.h. *Staff*

**178. Power and Restraint in the Parish.** An analysis of psychopolitical dynamics of the local church. Verbatim materials from the student's church work will be utilized in the course. 3 s.h. *Mickey*

**271. Advanced Counseling: Marriage and Family.** The psychodynamics of marital conflict and family problems; principles and procedures in marriage and family counseling. (For Th.M. candidates.) 2 s.h. *Detwiler*

**273. Problems of Methodology in Pastoral Theology.** An investigation of problems in relating materials from theology and personality disciplines as they are found in pastoral theology, with a view toward the development of a consistent

\*The Pastoral Psychology Staff suggests that a student elect no more than one of the institutional courses (176A, B, C, D, or 177). Students interested in institutional training beyond one such course are encouraged to apply for a CPE quarter.

methodology. (A research seminar: open to Seniors and Th.M. students, by permission of Instructor.) 3 s.h. *Mickey*

**274. Research Problems in Pastoral Psychology.** Research methods and areas of investigation in pastoral psychology. 2 s.h. *Goodling*

**275. Individual Study in Pastoral Psychology.** Selected readings in major issues in pastoral psychology issuing in a research or honors paper. 2 s.h. *Staff*

**277. A, B, C. Clinical Pastoral Education.** CPE in accredited training centers.

A. Summer Quarter of CPE. 4 s.h.

B. Fall Semester of CPE. 4 s.h.

C. Spring Semester of CPE. 4 s.h.

**278. Psychological Theories of Personality.** A systematic presentation of leading personality theories, with reference to developmental processes (motivation, cognition, learning, etc.) and their implications for Christian ministry. 3 s.h. *Mickey*

**279. The Caring Ministry of the Laity Through Personal Groups.** Personal experience in a group counseling process to develop a methodology for training lay leadership in the ministry of pastoral care through group experience. 2 s.h. *Goodling*

**281. A, B. Pastoral Counseling Practicum.** Individual and group supervision of several types of pastoral counseling with people in different crisis and growth situations. The student will be working part time as a minister of counseling in a local church situation. Admission by permission of the instructor. 8 s.h. *Staff*

**282. A, B. Pastoral Psychology Literature Seminar.** Critical and constructive reviews of pertinent literature in the field (Th.M. students only.) A full-year course. 2 s.h. *Goodling or Mickey*

## THE CHURCH AT WORSHIP

**34. Workshop in Communication.** Intensive drill in voice, diction, speaking, and reading. Enrollment by recommendation by teaching faculty. 1 s.h. *Rudin*

**184. New Forms of Worship.** Workshop in corporate worship as central in the liturgical life of the Church, and of both traditional and innovative means of communication, celebration, and witness, through shared experiences in multimedia center, field visits, and mini-workshops with resource persons in the various media. 3 s.h. *Rudin and Others*

## PREACHING

**30. Theory and Practice of Preaching.** The development of a theory of preaching and methods of sermon construction, including clinical experience in preaching sessions and local church settings. 3 s.h. *Staff*

**181. Advanced Sermon Analysis Seminar.** A critical study, on the basis of selected sermons and student presentations, of principal and practical problems facing the contemporary preacher. 3 s.h. *Carlton*

**183. Preaching in Context.** An analysis of preaching done in the context of the black religious experience based on audio-video-taped sermons and observations done by students. 2 s.h. *Cousin*

**185. Preaching Values in Non-Biblical Sources.** A critical examination of select samples of contemporary drama, poetry, and fiction, for homiletical purposes. 3 s.h. *Staff*

**186. Twentieth-Century Preaching.** A study of contemporary preaching based on printed, recorded, audio- and video-taped sermons of leading homileticians of our age. 3 s.h. *Staff*

**187. Pre-Reformation Preaching.** Sermons, handbooks, and other historical sources studied in relation to Biblical preaching and the liturgical church, the problem of popular ministry and the issues of Christian reform. Prerequisite: CH 13. 3 s.h. *Staff*

**188. Post-Reformation Preaching.** A study of the theological trends and significant personalities in the preaching tradition from the sixteenth century to the present. 3 s.h. *Carlton*

**192. Homiletical Authenticity and the Communications Arts.** A study of recent developments in the understanding of communications media and the arts with a view to identifying significant contributions to homiletical theory and practice. 3 s.h. *Staff*

**193. Theology and Preaching.** An examination of the relation of systematic theology and homiletical presentation. 3 s.h. *Staff*

**196. Pastoral Preaching.** A field related course designed to help students presently serving as student pastors develop their vision of, commitment to, and skills for the week-by-week ministry of preaching in the parish setting. 3 s.h. *Staff*

## **WORSHIP AND CHURCH MUSIC**

**134. Liturgical Reading.** Practice in reading the liturgical materials of the pastoral ministry: Scriptures, prayers, and the rites and services in the Methodist *Book of Worship*. 2 s.h. *Rudin*

**141. The Classic Age of the English Hymn.** Eighteenth century development of the English hymn with special reference to Watts and the Wesleys, their precursors and successors. 2 s.h. *Baker*

**178. Corporate Worship.** Study of the liturgical life of the Church, celebrated in sacraments, worship, and the church year. Field experiences and vocational application of theory. 3 s.h. *Rudin*

**179. Seminar in Corporate Worship.** Study of the liturgical life of the Church, resources for its celebration, and leadership in the parish setting. Primarily for student pastors and associates. 3 s.h. *Rudin*

**180. Church Music.** A two-fold study including: (1) a survey of the great monuments of church music; (2) musicianship, songleading, and basic conducting; with an emphasis upon the selection and use of hymns and other music from the *Methodist Hymnal* in public worship. 3 s.h. *Hanks*

**182. Chapel Choir.** Students who successfully complete CW 180 before graduation may qualify for credit (to the limit of 2 s.h.) of ½ s.h. for each semester of effective participation in the Chapel Choir. Choir membership (granted by audition) affords opportunity for study of the history and background of church music, and practical consideration of it in the context of public worship. *Hanks*

## Field Education Projects, Clinical Training, and Internships

**Field Education Projects.** Each project involves the quality of preparation and participation commensurate with one semester hour of academic credit. Participation in any project must have the approval of the supervising professor and the Field Education Office before work is begun. Registration for projects must be at the time of normal Divinity School registration, though work on the project may extend over varying lengths of time. A student may receive credit for a maximum of three projects during his seminary career. Projects in other areas may be proposed by professors or students for consideration by the Field Education Committee.

### 195. A, B, C, D, E, F, G. Field Education Projects.

A. *Pastoral Psychology Practicum.* Small group seminar to explore personal and professional identity and role performance based on written reports of field encounters. Enrollment limited to students currently engaged in field work situations with separate seminars for student pastors and student assistants. 1 s.h. Staff

B. *Community Studies.* Planning and execution of a community religious census, church and community survey, or field research study in consultation with the faculty supervisor. Includes background reading, planning sessions, use of volunteer help where needed, tabulation, interpretation, and overall evaluation. 1 s.h. Staff

C. *Leadership Training.* Preparation, teaching, and evaluation of a leadership training course under faculty supervision in collaboration with denominational boards of education. Can be taught in any field location approved by faculty supervisor. 1 s.h. Staff

D. *Christian Education Laboratory.* Controlled educational experience in a local church setting, under supervision, approximating 28-32 hours of participation in planning, leading, observing, and evaluating actual teaching-learning projects related to specific age groups. 1 s.h. Staff

E. *Research in Experimental Ministries.* Assembling data and preparing papers for the use of groups engaged in specialized urban ministries. 1 s.h. Ingram and Staff

F. *Community Center Practicum.* Seminar to assist students to integrate work and learning experiences in a community center and to develop a vocational style which displays special relevance for ministry in an inner-city neighborhood. Enrollment limited to those currently engaged in community center experiences. 1 s.h. H. Smith and Staff

G. *Worship and Preaching Practicum.* Designed to assist student pastors in the week-by-week work of sermon preparation and presentation. 1 s.h. Bergland

## Clinical Training in Pastoral Psychology

1. Clinical credit may be allowed to students for a quarter (10 or 12 weeks) of training in programs accredited by the Association for Clinical Pastoral Education (ACPE).

2. Credit for clinical training in programs not accredited by ACPE will be on an individual basis only upon the recommendation of the Director of Programs in Pastoral Psychology and approval of the Dean.

3. Students involved in clinical training under the direct supervision of mem-

bers of the Pastoral Psychology staff shall register for credit under PP 277A for 4 semester hours of credit.

4. Students involved in clinical training in other programs shall register with the ACPE and upon receipt of a supervisor's report at the end of the training period will receive 4 semester hours of transfer credit.

5. Grades for clinical training are to be reported as either *P* or *F*.

### Internships

Students may qualify for an internship when they have completed acceptably at least two full years of the Master of Divinity curriculum and are registered as students in good standing in the Divinity School. In consultation with the Director of Field Education and a faculty advisor, an individually designed internship may be developed in a particular ministerial vocational area of interest. Six semester hours may be appropriated in the internship learning design when it meets the criteria established by the Field Education Committee. Plans must be approved by the Director of Field Education and properly registered in the office of the Director of Academic Affairs before credit can be applied.

**FE 143-144. Campus Ministry Internship.** A nine to twelve-month placement in approved locations designed to provide special learning experiences in a ministry to college students under qualified guidance and utilizing a learning contract which specifies seminars, a personal journal, directed readings, and consultations to develop appropriate competency.

**FE 197-198. Mission Internship.** A special internship to prepare for service in Church Missions may be arranged by enlisting in the US-2 or Overseas-3 program of the United Methodist Board of Global Ministries for two or three years. As a requirement for agency planning, applications should be initiated in the fall of the Middler year. Other denominational and/or work-study experiences abroad may be given Field Education credit by special arrangement with the Director of Field Education.

Other types of internship settings may be negotiated in consultation with and by approval of the Director of Field Education.



## Department of Religion—Graduate Courses

The following courses are offered periodically in the Graduate Department of Religion by Department of Religion Faculty and may be taken by Divinity students with permission of the instructor.

- 217 Islam in India
- 218 Religion in Japan
- 228 The Theology of the Gospel and Epistles of John
- 230 The Meaning of Religious Language
- 231 Seminar in Christianity and Contemporary Thought
- 232 Religion and Literature: Perspectives and Methods
- 233 Modern Narrative and Religious Language
- 244 The Archaeology of Palestine in Hellenistic-Roman Times
- 248 The Theology of Karl Barth
- 249 The Church in Contemporary Theology
- 280 The History of Religions
- 281 Phenomenology and Religion
- 282 Myth and Ritual
- 283 Religions of East Asia
- 284 The Religion and History of Islam
- 285 The Vedic Tradition
- 287 The Scriptures of Asia
- 288 Buddhist Thought and Practice
- 289 World Religions and Social Change
- 293 Sociological Analysis of Religion
- 294 Institutional Analysis of Religious Bodies
- 295 Ethics and Economic Life
- 361 Language and Biblical Criticism
- 380 Existentialist Thought

# Appendix

## ENROLLMENT SUMMARY 1972-73\*

Divinity School Students, 265 (232 M.Div., 10 M.R.E., 10 Th.M., 13 specials);  
Graduate Division of Religion students, 45; Total 310.

## DENOMINATIONS REPRESENTED—1972-73\*

United Methodist	177	Congregational Christian	1
Southern Baptist	31	Christian Methodist Episcopal	1
United Church of Christ	13	Free Will Baptist	1
Episcopal	7	Jewish	1
Presbyterian	5	Korean Methodist	1
Disciples of Christ	4	Moravian	1
Pentecostal Holiness	4	Methodist Church of Australia	1
Roman Catholic	4	Methodist, South India	1
Undeclared/nonaffiliated	3	Seventh Day Adventist	1
African Methodist Episcopal Zion	2	Society of Friends	1
Lutheran	2	Syrian Orthodox Church	1
American Baptist	1	United Holiness	1

## GEOGRAPHICAL DISTRIBUTION 1972-73

North Carolina	110	Connecticut	2
Virginia	18	Delaware	2
South Carolina	15	Iowa	2
Alabama	9	Kansas	2
Pennsylvania	9	New Jersey	2
Florida	7	New York	2
Texas	7	Oklahoma	2
West Virginia	7	California	1
Arkansas	6	Colorado	1
Louisiana	6	Maine	1
Georgia	5	Michigan	1
Indiana	5	Mississippi	1
Maryland	5	South Dakota	1
Massachusetts	5	Vermont	1
Washington, D.C.	4	Wisconsin	1
Missouri	4	Foreign: Africa	1
Illinois	3	Australia	1
Kentucky	3	India	2
Minnesota	3	Japan	1
Ohio	3	Korea	1
Tennessee	3		

## DEGREES CONFERRED AT COMMENCEMENT, 1972

### Master of Divinity

Lowell Earl Adkins  
William H. Armstrong, Jr.  
Roland Taylor Barnhardt  
William Keith Bowie  
William Joseph Caple  
James Joel Carter  
Larry Bruce Clifton  
Janice D. Cline  
Raymond W. Cook

William Mark Craig  
James Evans Douthat  
James Norman Eller  
Phillip Royce Emerson  
Rayford Lee Etherton  
Don E. Ferguson, Jr.  
Paul Carlton Field  
William Martin Finnin, Jr.  
Cecil George Fulmer

\*The statistics do not include students of the Graduate Division of Religion.

Stephen C. Gray  
Robert L. Greenawalt  
Alan Jay Hanson  
Alvin N. Harbour, Jr.  
John R. Hendricks  
William Bailey Hill  
Morris W. Hudgins  
Ernest Keith Hutcherson  
Cecil Gene Jester  
Claud Roland Johnson  
Farris Jay W. Jones  
David Michael Jordan  
Thomas Lee Joyce  
Robert Lowell Kerr  
Richard Arthur Kroll  
Billy F. Lee  
Roy Everette Lenox, Jr.  
Elroy Lewis  
Lloyd C. McClelland  
James A. McClung  
Robert E. McKeown  
William Tracy Medlin, III  
David P. Meriwether  
Harold D. Miller, Jr.  
John D. Miller

Thomas J. Nolan  
James A. Noseworthy  
Paul Scott Owen, Jr.  
Ronald Lee Polderman  
William F. Pollard, Jr.  
Michael Dan Potts  
John W. Rast  
Gary M. Reuthinger  
Joe Crosby Rice  
Laurie C. Roberts  
David W. Rutledge  
Donna Davis Sandusky  
Paul A. Sandusky  
James E. Segin  
Charles T. Settle  
Joseph Seymour  
Robert Cowan Smith  
Frank Joseph Stalfa, Jr.  
David Lee Steele  
William Douglas Tanner, Jr.  
Leroy Watkins  
Thomas Richard Watson  
Woodrow Wilson Wells, Jr.  
John Bradley White  
Richard Andrew Wittig

Master of Theology

Robert V. Conners  
Felix Hughes Joffrion, Jr.  
Elroy Lewis  
James H. Lowry, Jr.

Andrew C. Puckett, Jr.  
John Christian Wilson  
William Joseph Woods

Master of Religious Education

Albert L. Bergeron  
Clyde Van Buckner

Sharon Anne Stevens

INSTITUTIONS REPRESENTED

Adrian College.....	2	College of William & Mary.....	4
Albany Medical College.....	1	Columbia Union College.....	1
Albright College.....	1	David Lipscomb College.....	1
American University.....	1	Davidson College.....	2
Andrews University.....	1	De Pauw University.....	1
Appalachian State University.....	1	Dickinson College.....	1
Ashland College.....	1	Drury College.....	1
Atlantic Christian College.....	2	Duke University.....	28
Auburn University.....	1	East Carolina University.....	2
Averett College.....	2	Eastern Michigan University.....	1
Baylor University.....	1	East Tennessee University.....	1
Birmingham Southern College.....	1	Eckerd College.....	1
Bluefield State College.....	1	Elon College.....	3
Boston Hebrew Teacher's College.....	1	Emory University.....	1
Boston University.....	1	Florida Southern College.....	1
Brown University.....	1	Franklin and Marshall College.....	1
Campbell College.....	5	Furman University.....	7
Carson-Newman College.....	2	Georgetown College.....	1
Catawba College.....	1	Georgia Institute of Technology.....	1
Centre College.....	1	Gettysburg College.....	1
Chicago Theological Seminary.....	1	Golden Gate Baptist Theological	
Clarion State College.....	1	Seminary .....	1

Greensboro College.....	1	Shaw University.....	1
Guilford College.....	1	Simpson College.....	2
Hamline University.....	4	Smith College.....	1
Hanover College.....	1	Southeastern Seminary.....	1
Hendrix College.....	1	State University of New York	
High Point College.....	8	at Albany.....	1
Hiram College.....	2	State University of New York at	
Howard Payne College.....	1	Oneonta.....	1
Huntingdon College.....	3	Tennessee Technical University.....	1
Indiana University of Pennsylvania....	1	Tennessee Wesleyan College.....	2
Instituto Catequístico de		Texas Christian University.....	1
Latinamericano.....	1	Texas Wesleyan College.....	1
Iowa Wesleyan College.....	1	Tufts University.....	1
Isaac Elchanan Theological Seminary..	1	Tulane University.....	1
Johnson C. Smith University.....	1	Union College of Kentucky.....	2
Kansas University.....	1	Union Theological Seminary, New York	1
Karnatak University.....	1	University of Alabama.....	3
La Grange College.....	1	University of Arkansas.....	6
Limestone College.....	2	University of Cincinnati.....	1
Louisiana Baptist College.....	1	University of Delaware.....	1
Louisiana State University.....	1	University of Colorado.....	1
Louisiana Technical University.....	1	University of Georgia.....	1
Loyola College.....	1	University of Houston.....	1
Lynchburg College.....	1	University of Kentucky.....	1
Macalester College.....	2	University of Massachusetts.....	1
McMurry College.....	3	University of Miami.....	1
Marine Maritime Academy.....	1	University of Michigan.....	1
Manhattanville College.....	1	University of Missouri.....	1
Marion College.....	1	University of North Carolina	
Marshall University.....	2	at Chapel Hill.....	18
Mars Hill College.....	3	University of North Carolina	
Mary Washington College of		at Charlotte.....	1
University of Virginia.....	1	University of North Carolina	
Melbourne College of Divinity.....	1	at Greensboro.....	1
Mercer University.....	1	University of North Carolina	
Methodist College.....	5	at Wilmington.....	1
Methodist Theological Seminary.....	1	University of Richmond.....	2
Mississippi State University.....	1	University of South Alabama.....	1
Mount Union College.....	4	University of South Carolina.....	1
North Carolina A & T State		University of Southwestern Louisiana..	2
University.....	2	University of Tennessee.....	2
North Carolina Central University....	1	University of Tennessee at Chattanooga	1
North Carolina State University.....	2	University of Tulsa.....	1
North Carolina Wesleyan College.....	10	University of Vermont.....	1
Northeast Louisiana University.....	1	University of Virginia.....	3
Northwest Missouri State University....	1	Ursinus College.....	1
Oakland University.....	1	Vanderbilt University.....	1
Oklahoma City University.....	1	Wake Forest University.....	5
Orth Seminary.....	1	Washington & Lee University.....	1
Pembroke State University.....	4	Western Carolina University.....	3
Pfeiffer College.....	9	Western Kentucky University.....	1
Pilgrim College.....	1	Westminster Choir College.....	1
Purdue University.....	2	West Virginia University.....	3
Randolph-Macon College.....	3	West Virginia Wesleyan College.....	1
St. Andrews College.....	1	Wheaton College.....	1
St. Augustine College.....	1	Wofford College.....	4
Salem College.....	1	Yeshiva University.....	1

## ENROLLMENT 1972-73

### Candidates for the Master of Divinity Degree

Adams, Dennis Marion (A.B., Atlantic Christian College), Rocky Mount, North Carolina  
Aiken, Michael Lee (B.S., Wake Forest University), Greenville, North Carolina  
Aitcheson, Archie Brian (A.B., Elon College), Watertown, Connecticut  
Allen, Arthur Lewis (B.A., Simpson College), Tingley, Iowa  
Allen, George Jeffrey (B.A., Kansas University; M.A.T., Vanderbilt University), Kansas City, Kansas  
Allen, Nancy Lee (B.A., Simpson College), Stuart, Iowa  
Bailes, James Robert (B.S., University of Tennessee), Knoxville, Tennessee  
Barfield, Warren Clark (A.B., University of North Carolina at Chapel Hill), Durham, North Carolina  
Barrow, Nigle Bruce, Jr. (B.A., Campbell College), Snow Hill, North Carolina  
Baucom, Burvin Lee (B.A., Western Carolina University), Reidsville, North Carolina  
Bernard, Carol Woodson (A.B., Duke University), Houston, Texas  
Biazo, Harold Dwain (B.A., University of Arkansas), Fayetteville, Arkansas  
Blackwell, Richard Thomas (B.S., University of North Carolina at Chapel Hill), Chapel Hill, North Carolina  
Blomquist, Albert George (B.A., Wofford College), Coral Gables, Florida  
Bolick, Lawrence Ray (A.B., Catawba College), Newton, North Carolina  
Bostrom, Philip Loren (B.A., Hamline University), Minneapolis, Minnesota  
Boyd, Charles Lane (B.A., McMurry College), Dumas, Texas  
Braswell, William Edward (A.B., M.A.T., University of North Carolina at Chapel Hill), Winston-Salem, North Carolina  
Britt, Thomas Edward (B.A., Wake Forest University), Durham, North Carolina  
Brookshire, Joseph William (B.S., University of Georgia), Graham, North Carolina  
Brown, Alton Theoran (B.A., Baylor University), Riverside, California  
Brown, Andrew Waymond, Jr. (B.S., North Carolina A & T State University), Asheboro, North Carolina  
Brown, Darrell Richard (B.S., Duke University), Oklahoma City, Oklahoma  
Brown, John Paul (B.A., Furman University), Chester, South Carolina  
Brown, Michael Bruce (A.B., High Point College), Asheboro, North Carolina  
Brunson, Jerry (B.A., Pembroke State University), Latta, South Carolina  
Bryan, Constance Purcell (A.B., West Virginia Wesleyan College), Springfield, Pennsylvania  
Buchanan, Ray Allen (B.A., University of North Carolina at Wilmington), Corpus Christi, Texas  
Burnside, Hobart William, Jr. (B.A., Pembroke State University), Fairmont, West Virginia  
Butler, Richard Ervin (B.A., Macalester College), St. Joseph, Missouri  
Byers, Leonard C., II (B.A., North Carolina State University), Mooresville, North Carolina  
Cash, Michael Thomas (A.B., Campbell College), Cary, North Carolina  
Caulder, Ronnie Allen (B.A., Campbell College), Dillon, South Carolina  
Chalker, Kenneth Wayne (A.B., Mount Union College), Brookfield, Ohio  
Champion, Buddy Joe (B.A., Limestone College), Shelby, North Carolina  
Chappell, Lynn Francis (B.S., Eastern Michigan University), Saginaw, Michigan  
Clodfelter, Benjamin Carl (A.B., Pfeiffer College), Thomasville, North Carolina  
Cooper, William Christopher (B.A., Hendrix College), Fayetteville, Arkansas  
Corriher, Arnold Douglas (B.A., Duke University), Marion, North Carolina  
Coyner, Michael J. (B.A., Purdue University), Anderson, Indiana  
Crawford, Norwood Rex (B.A., University of Alabama), Mobile, Alabama  
Culbertson, Sue Ann (A.B., Marshall University), Huntington, West Virginia  
Currie, William Curtis (A.B., Pfeiffer College), Rockwell, North Carolina  
Curtis, George Edward, III (B.S., Marine Maritime Academy), Durham, North Carolina  
Davis, Charles Thomas (B.A., University of North Carolina at Chapel Hill), Durham, North Carolina  
Dowling, Douglas Richard (B.A., Hamline University), Edgerton, Wisconsin  
Dukes, Hugh Lawrence, Jr. (B.A., Mercer University), Huletts, Georgia  
Dulaney, Earl George (B.S., University of Cincinnati), Dayton, Kentucky  
Dunbar, Juanice Edwards (B.S., University of Southwestern Louisiana), Opelousas, Louisiana  
Dunbar, Walton Charles (A.B., University of Southwestern Louisiana), Opelousas, Louisiana  
Eason, William Alfred (B.A., University of Arkansas), Little Rock, Arkansas

Edmonson, Lonnie Eugene, Jr. (B.A., Hiram College), Washington, D.C.  
 Errington, Joe Richard (B.A., Howard Payne College), McAllen, Texas  
 Evans, Allen Wayne (B.A., Northeast Louisiana University), New Orleans, Louisiana  
 Farthing, John Lee (B.A., University of Tulsa), Washington, D.C.  
 Fauber, Gilmer Davis, Jr. (B.A., Georgetown College), Clifton Forge, Virginia  
 Ferguson, Frederick Anderson (B.S., Tennessee Technical University), Knoxville, Tennessee  
 Fleming, David Howard (Dip. Theol., Melbourne College of Divinity), Dromana, Victoria, Australia  
 Flynn, Robert Clark (B.A., Methodist College), Rougemont, North Carolina  
 Forbes, Joseph Wayne (B.S., University of Arkansas), Poplar Bluff, Missouri  
 Garrett, Wiley H., Jr. (A.B., High Point College), Indian Trail, North Carolina  
 Gilbert, David Bryant (B.A., Elon College), Reidsville, North Carolina  
 Godfrey, Guy Henry (B.A., Western Carolina University), Old Fort, North Carolina  
 Godwin, James Badger (Th.B., Pilgrim College; B.A., University of Virginia), Sanford, Virginia  
 Gooch, Ray Thomas (A.B., Methodist College), Creedmoor, North Carolina  
 Gordy, John Ronald (B.S., Pfeiffer College), Charlotte, North Carolina  
 Greene, Gary Franklin (B.A., University of Missouri), Jefferson City, Missouri  
 Gregory, David Alexander (B.A., Campbell College), Salisbury, North Carolina  
 Gregory, Kemp Downs (B.A., St. Andrews College), Durham, North Carolina  
 Griggs, Thomas Shelden (B.A., Duke University), Rockford, Illinois  
 Grissom, David Ronald (B.A., North Carolina Wesleyan College), Stem, North Carolina  
 Grosch, William Neil (B.S., Albright College; M.D., Albany Medical College), Syosset, New York  
 Grunke, Ronald Clay (B.A., Duke University), Durham, North Carolina  
 Guest, John Michael (B.A., University of North Carolina at Chapel Hill), Greensboro, North Carolina  
 Guffey, Jennie Mae (B.S., Northwest Missouri State University; M.S., University of Tennessee), Huntsville, Missouri  
 Gum, Donald Francis (B.A., Greensboro College), Graham, North Carolina  
 Gunter, Edward Marvin (B.A., North Carolina Wesleyan College), Holly Springs, North Carolina  
 Haas, William Melvin, Jr. (A.B., University of South Alabama), Mobile, Alabama  
 Hackett, Charles Martin (B.B.A., University of Massachusetts), East Boston, Massachusetts  
 Halse, Susan Raye (B.A., Macalester College), Flandreau, South Dakota  
 Hamer, William Lee, Jr. (B.A., Averett College), Danville, Virginia  
 Hamlin, Nat, Jr. (A.B., La Grange College), Lizella, Georgia  
 Harris, Fletcher Edward (B.S., A & T State University), Winston-Salem, North Carolina  
 Harris, James Howard, Jr. (A.B., East Carolina University), Farmville, North Carolina  
 Hathcock, Philip Loyce (B.A., University of Arkansas), Fayetteville, Arkansas  
 Hawkins, James Barney, IV (B.A., Furman University), Greenville, South Carolina  
 Hawkins, Michael Stephen (B.A., University of Richmond), Durham, North Carolina  
 Hawkins, Ronald Bruce (A.B., College of William & Mary), Richmond, Virginia  
 Hays, Lawrence Foy, Jr. (A.B., Huntingdon College), Ozark, Alabama  
 Helton, Charles Lee (B.A., Johnson C. Smith University), Charlotte, North Carolina  
 Hemenway, Geoffrey (B.A., University of Vermont), Burlington, Vermont  
 Hendricks, Dan Lee (B.A., De Pauw University), Evansville, Indiana  
 Henry, Andrew Lee (B.S., Mississippi State University), Baldwin, Mississippi  
 Herring, John George (B.A., Averett College), Kenbridge, Virginia  
 Hirano, Koichi (B.A., University of Tennessee at Chattanooga), Fujnomiya, Shizuoka, Japan  
 Holcomb, Norman Dewey, Jr. (B.S., Bluefield State College), Berwind, West Virginia  
 Holder, Linda Carole (A.B., Duke University), Charlotte, North Carolina  
 Holland, Sherrill, III (A.B., University of North Carolina at Chapel Hill), Statesville, North Carolina  
 Holliday, Boyd Marshall (A.B., University of North Carolina at Chapel Hill), Brevard, North Carolina  
 Horne, Kenneth Chester (B.A., University of Virginia; M.B.A., College of William & Mary), Glasgow, Virginia  
 Hughey, Patrick McCain (A.B., Duke University), Candler, North Carolina  
 Hurley, Lane Christman (B.A., Wake Forest University), Waynesville, North Carolina  
 Hurmence, Mary E. (B.A., Hamline University), Austin, Minnesota  
 Isenberg, Herbert L. (B.A., Western Kentucky University), Bowling Green, Kentucky  
 Iverson, Gregory Blaine (B.A., Hamline University), St. Paul, Minnesota  
 Jackson, Rebecca Marie (B.A., University of Arkansas), Alpena, Arkansas

Jang, Chi-Bon (Th.B., Methodist Theological Seminary), Korea  
 Jenkins, David Otis (B.A., Eckerd College; M.A., University of Miami), Gorham, Maine  
 Johnson, Carl Scott (B.S., University of North Carolina at Chapel Hill), Gastonia, North Carolina  
 Johnson, Janice Lynn (B.A., M.Ed., University of North Carolina at Chapel Hill), High Point, North Carolina  
 Johnson, Joseph (B.A., North Carolina State University), Southern Pines, North Carolina  
 Jones, Steven Hillary (B.A., Hanover College), Durham, North Carolina  
 Kallmyer, Jack Robinson (A.B., Wheaton College), Richmond, Virginia  
 Kamara, Reginald Bai-Bureh (B.A., St. Augustine's College), Monrovia, Liberia/Sierra Leone  
 Keel, Philip Wayne (B.A., North Carolina Wesleyan College), Robersonville, North Carolina  
 Kendrick, Schaefer Bryant (A.B., Washington & Lee University), Greenville, North Carolina  
 Kennedy, James Keith (A.B., Duke University), Tucker, Georgia  
 Kersey, Clinton Walter (B.A., Furman University), McLean, Virginia  
 Keyworth, Richard Briggs (A.B., Brown University), Gardner, Massachusetts  
 Killiam, Benjamin Dale (A.B., High Point College), Clyde, North Carolina  
 Klausing, Robert Granruth (A.B., Centre College), Baltimore, Maryland  
 Knapp, David Jens (A.B., Pfeiffer College), Lake Worth, Florida  
 Knight, James Pierce (A.B., Duke University), Corapeake, North Carolina  
 Knox, Earl Richard (B.A., Gettysburg College), Newton, New Jersey  
 Lane, Barry William (A.B., Florida Southern College), Jacksonville, Florida  
 Lear, William Joseph (B.A., Mars Hill College), Crown Point, Indiana  
 Lee, Don Paul (B.S., Auburn University), Durham, North Carolina  
 Lee, James Carroll (B.S., Campbell College), Coats, North Carolina  
 Leeland, Paul Lee (A.B., North Carolina Wesleyan College), Washington, D.C.  
 Leonard, Frederic James (B.A., College of William & Mary), Falls Church, Virginia  
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# MAP OF DUKE UNIVERSITY

## East Campus

- |                           |                        |
|---------------------------|------------------------|
| A Baldwin Auditorium      | O Pegram House         |
| B Bassett House           | P Duke Press           |
| C Brown House             | Q Infirmary            |
| D Union Building          | R Ark                  |
| E Faculty Apartments      | S Crowell Building     |
| F Art Museum, Geology     | T Epworth Inn          |
| G Aycock House            | U Gilbert Addoms House |
| H East Duke Building      | V Southgate Hall       |
| I West Duke Building      | W Campus Center        |
| J Jarvis House            | X Woman's College      |
| K Carr Building           | Y Asbury Building      |
| L Giles House             | Z Bivins Building      |
| M Woman's College Library | AA Art Building        |
| N Alspaugh House          | BB Branson Building    |



## West Campus

- |                          |                          |                      |                             |
|--------------------------|--------------------------|----------------------|-----------------------------|
| A Duke Chapel            | H Hospital Main Entrance | O Craven Quadrangle  | V Card Gymnasium            |
| B Divinity School        | I Gerontology, O & T,    | P Wannamaker Hall    | W Indoor Stadium            |
| C Gray Building          | J Clinical Research      | Q Crowell Quadrangle | X School of Law             |
| D Perkins Library        | K Duke Hospital          | R Clock Tower Court  | Y Gross Chemical Laboratory |
| E Language Center        | J Sociology, Psychology  | S Kilgo Quadrangle   | Z Biological Sciences       |
| F Old Chemistry Building | L Social Sciences        | T Union Building     | AA Plant Environment        |
| G Davison Building       | M Allen Building         | U Flowers Building   | Laboratory                  |
| School of Medicine       | N Few Quadrangle         | Page Auditorium      | BB Physics Building         |
|                          |                          |                      | CC Nuclear Laboratory       |
|                          |                          |                      | OO School of Engineering    |
|                          |                          |                      | EE Army Research            |
|                          |                          |                      | FF Medical Center Research  |
|                          |                          |                      | Buildings                   |
|                          |                          |                      | GG Nanaline H. Duke Medical |
|                          |                          |                      | Sciences Building           |
|                          |                          |                      | HH Warehouse, Shop          |
|                          |                          |                      | II Bell Building            |
|                          |                          |                      | JJ Hanes House              |
|                          |                          |                      | School of Nursing           |
|                          |                          |                      | KK Hanes House Annex        |
|                          |                          |                      | LL Pickens Rehabilitation   |
|                          |                          |                      | Center                      |
|                          |                          |                      | MM Graduate Center          |
|                          |                          |                      | NN Alumni House             |
|                          |                          |                      | OO Commonwealth Studies     |
|                          |                          |                      | Center                      |
|                          |                          |                      | PP Personnel Office         |
|                          |                          |                      | QQ International House      |
|                          |                          |                      | RR Personnel Office         |
|                          |                          |                      | SS Education Improvement    |
|                          |                          |                      | Program,                    |
|                          |                          |                      | A Better Chance Program     |
|                          |                          |                      | TT International Studies    |
|                          |                          |                      | Center                      |
|                          |                          |                      | UU Campus Stores Office     |
|                          |                          |                      | VV Office of Institutional  |
|                          |                          |                      | Advancement                 |
|                          |                          |                      | WW Information Services     |
|                          |                          |                      | Visitors Bureau             |
|                          |                          |                      | XX Admissions Office        |
|                          |                          |                      | YY Edens Quadrangle         |
|                          |                          |                      | ZZ Wade Stadium             |



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